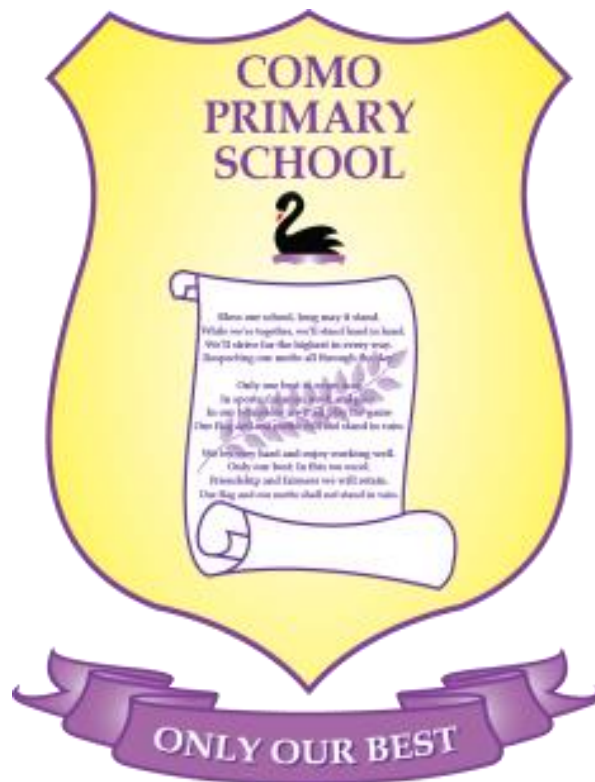


Como Primary School

Health, Nutrition and Hygiene Policy



Como Primary School

Health, Nutrition and Hygiene Policy

Rationale

The school, as part of society, focuses on a holistic concept of health and hygiene. It recognises the physical, mental, emotional, social and spiritual dimensions of the health and hygiene of the individual. It examines the impact of interactions between the individual, the family, the wider community and the environment on the health of populations. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote healthy practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle. These are taught through an integrated approach to ensure that students achieve a healthy, active lifestyle, including a sense of well-being.

Aim

Our School aims to promote and protect the health, safety and wellbeing of all of children, educators and families using procedures and policies to maintain high standards of hygiene. We also aim to reduce the risk of infectious diseases and illnesses spreading and following appropriate OHS standards.

Health and Hygiene Performance Indicator

The success of Como Primary School in achieving its goals will be indicated by the extent to which students apply their health and hygiene knowledge, understandings, attitudes, skills and values to their life.

Health and Hygiene Policy

Como Primary School will:

- Provide a comprehensive health and physical education program relevant to student needs at both the class and school level.
- Teach according to the Western Australian Health and Physical Education curriculum.
- Create a healthy, safe and supportive class and school environment that complements classroom health learning experiences.
- Apply this policy throughout the whole school community to include students, teaching and ancillary staff, volunteers and visitors.
- Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
- Model and reinforce health, nutrition and personal hygiene practices with children.
- Actively support hygiene practices across the school.
- Discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.

Evaluation

- Classroom reporting to parents occurs formally once per semester.
- Class teachers evaluate health education, assessing student's knowledge and understandings, attitudes, values and/or skills.
- Assessment should be valid, educative, explicit and fair.
- Physical education reports are compiled by the specialist teacher.

Organisation of Health, Hygiene and Physical Education

- The health, hygiene and PE policy is revised every year by admin and relevant staff.
- Health has a budget set each year.
- Physical Education has a budget set each year.
- Resources for health and hygiene are purchased by the health co-ordinator upon consultation with relevant staff.
- Resources and relevant curriculum documents are kept in the library and on the school shared drive.
- Our cleaners are informed of correct procedures for the cleaning and storage of chemicals.

Health Education and Physical Education (PE)

Como Primary School is committed to developing a health, hygiene and PE program that takes into account the health needs of our students, teachers and community.

We will teach Health and Physical Education according to the Western Australian Curriculum.

Content structure of the WA Health and PE curriculum:

The Health and Physical Education curriculum comprises two strands: Personal, Social and Community Health; and Movement and Physical activity. The content in each strand is organised under three interrelated sub-strands.

Personal, social and community health

- **Being healthy, safe and active**
The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.
- **Communicating and interacting for health and wellbeing**
The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.
- **Contributing to healthy and active communities**
The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

Movement and physical activity

- **Moving our body**
The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply

movement concepts and strategies to enhance performance. They practise and rehearse skills and strategies to move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activity, outdoor recreation and sport.

- **Understanding movement**

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own and others' lives, and across time and cultures.

- **Learning through movement**

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within a range of physically active pursuits.

The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills.

Como Primary School will create a healthy, safe and supportive environment that compliments the classroom health learning experience. We are also committed to providing students with the opportunity to participate in a wide range of physical activities, individual and team sports. Teachers will ensure a safe and supportive environment to encourage development of skills and good sportsmanship.

Physical Education

- All students receive 120 minutes of physical education per week.
- Organised House competition sport occurs once a week for Year 3-6 for 60 minutes in Terms 1,2 and 4.
- All students from Years 1-6 participate in athletics training during Term 3 for up to 120 mins a week.
- Interschool sport takes place between local schools once or twice during each term and include swimming, volleyball, cricket, netball, soccer, cross country, athletics and AFL football.
- A school athletic carnival takes place during Term 3 each year.
- Students wishing to participate in our swimming competitions must be able to confidently swim 50 metres without stopping.
- A staff representative will attend the SMPSSA (South Metropolitan Primary Schools Sports Association) meeting each term to organise and review interschool competitions.
- Participation in whole school events such as The Walking School Bus, lapathons, Jump Rope for Heart.
- Participation in In Term swimming lessons conducted by the Ministry of Education.
- Participation in the annual Edu Dance lessons and concert for Years PP-6

Parental Involvement

The school health program supports health learning at home. Health education is seen as a partnership with parents to help students achieve healthy lifestyles. Parents are involved and informed through the following:

- The Western Australian Health and Physical Education curriculum is available to parents online and our school Health Policy is available for parents to view on our school website.
- Parents are advised of controversial issues taught in Health Education such as puberty, prior to the lessons taking place.
- Students are encouraged to discuss health education content at home (e.g. taking worksheets and booklets home, Aussie Optimism booklets, safety on the internet)
- Parents are informed through newsletters and parent talks of current issues/programs.

School Canteen

The role of the P&C canteen committee is to support the canteen manager in the running of the school canteen and make appropriate decisions regarding the menu, adherence to Health Department rules and designing and equipping the canteen.

Discipline

Every student has a right to a safe, respectful, learning and play environment while every teacher has a right to teach in a safe and respectful environment. The school has a Behaviour Management Policy, which deals with issues relating to behaviour both with in the classroom, in the playground and whilst on-line. This is available via our school website. Our anti bullying policy is part of our Behaviour Management Policy

Mental and Emotional Health

The school community values the worth of an individual and is aware of the importance of a positive self – esteem and personal resilience. The school will promote positive actions that maintain and improve self-esteem through:

- A Pastoral Care support framework consisting of class teachers, specialist and key teachers, a school chaplain, trained volunteer student mentors and administration to provide pastoral care to students.
- An equitable school discipline policy.
- Provision of staff to support students with extraordinary needs. These include access to our school psychologist, chaplain and relevant professional learning.
- The use of the Aussie Optimism program from Years 3-6 and the Challenges and Choices program for Years 1-2.
- Providing staff with Professional Learning when required (e.g. Aussie Optimism training, managing challenging behavior PL.)
- Self-esteem and social skills learning programs/strategies will be integrated into the learning program and classroom environment.
- Anti-Bullying messages are regularly highlighted at Friday assemblies as well as during health lessons. This includes on line cyber safety. Strategies of what to do if being bullied are clearly outlined to the students.
 - Parents are regularly reminded through our newsletters that students under the age of 13 should not engage with social media.
 - Further cyber-safety information can be found on our school website and in our Technology Handbook that is available to staff.

Hygiene

Educators will aim to reduce the spread of infection by encouraging children to follow simple rules of hygiene. Children's self-help skills can also be promoted by supporting them to develop hygienic habits. The rules of hygiene are included in the children's educational programs and the teachers initiate discussions about these subjects during lessons, with individual children at appropriate times and

incidentally during routines such as recess and lunch times. By setting hygiene rules with children and providing positive feedback and support, educators can help children to develop personal hygiene skills.

Washing hands

Thorough hand washing and drying by adults and children is the single most effective method for reducing the risk of cross contamination. Hand washing notices which clearly explain effective hand washing procedures are displayed next to hand washing basins.

Wearing gloves

School Staff will wear disposable gloves when:

- Cleaning up urine, faeces, vomit or blood
- Handling soiled linen and clothing
- Handling rubbish
- They have wounds on their hands or wounds covered with dressings.

Gloves will be disposed of after each use.

Blood/Body Fluids

Hygiene practices that promote infection control are adopted for all contact with blood and body fluids. Should any staff member be required to clean up all spills of blood, faeces, urine, vomit and other body fluids they will do so immediately by:

- Wearing gloves
- Placing a paper towel cloth over the spill, placing the paper towel and gloves in a plastic bag, sealing the bag and putting it in the rubbish bin
- Putting on new gloves, cleaning the surface with warm water and detergent using a fresh paper towel and allowing the area to air dry or wipe over with a paper towel
- Removing and discarding gloves and washing hands thoroughly with soap and warm water.

Soiled Clothing

Items returned to a child's home for laundering are placed and secured in a plastic bag. Educators will not rinse soiled clothing due to risk of contaminating their clothing which can then be a source for transporting germs.

Cleanliness of Toys and Equipment

The school will regularly clean the children's equipment, toys and dress ups in warm soapy water. Toys are to be washed twice yearly so as to avoid the spread of disease. School staff will wash a toy immediately if it has been sneezed on, mouthed and soiled or if it has been discarded after play by a child who has been unwell. Bringing toys from home is not encouraged due to the spread of infection.

Play Dough

Educators will reduce the risk of the spread of disease for children when playing with play dough by:

- Encouraging hand washing before and after using play dough
- Storing play dough in a sealed container
- Making a new batch of play dough each week
- If there is an outbreak of vomiting and/or diarrhoea, educators will make a fresh batch of play dough and discard it at the end each day or refrain from making play dough until the outbreak has ceased.

School Staff will support children's hygiene by:

- Role modelling hygienic practices such as thorough hand washing and drying;
- Using serving utensils when handling food;
- Reminding students about when they should wash their hands e.g. before eating, after toileting.

Nutrition

Background:

In March 2006 the WA Government commissioned a review of the nutritional value of food sold in school canteens. The review included a survey of school canteens and a number of consultative forums. The recommendations from the review have been used to inform the development of a new policy and set of standards for food in schools since 2007. The policy and standards cover the food sold in school canteens as well as all areas where the Principal is directly responsible for the supply of food and drinks - for example, classroom rewards, class parties and excursions.

From the Education Department:

Children should eat a wide range of foods so that they have the energy for learning and growing. A 'traffic light' system is in place to help all public schools plan menus full of healthy, nutritious and affordable food and drinks.

The new standards require that foods in the:

GREEN category are encouraged. Schools should aim to fill their menus with these healthy food **AMBER** foods should be selected carefully and eaten in moderation. **RED** food and drinks are off the menu and will not be available in public schools.

Schools and their canteen or food service are now well placed to support healthy eating and in fact have a vital role to play in helping to reduce the worldwide epidemic of childhood obesity.

Nutrition and physical activity messages are being taught in the classroom to promote healthy lifestyles. The standards for healthy food and drink choices in public schools are consistent with these curriculum messages and apply to canteens and food services, class treats and cooking activities, school camps and excursions.

Parents are encouraged to use the GREEN AMBER RED system at home too.

Schools have a vital role to play in helping to reduce this worldwide epidemic of childhood obesity. They should reinforce nutrition messages being taught in the classroom by modelling healthy food and drink choices in their canteens, for class treats and on school camps and excursions.

What are the benefits of healthy eating?

Good foods give children and adolescents all the nutrients they need to:

- Grow and develop.
- Concentrate and learn well at school.
- Stay healthy throughout childhood and in adult life.

What's missing in the diets of many children across Australia?

- Fruits and vegetables - Many children eat very small amounts of these foods.
- A healthy breakfast - Skipping breakfast often leads to snacking on sugary and fatty foods later in the day and leads to poor concentration.
- Dairy products - Many children are not getting two to three serves of milk, cheese or yoghurt to meet their daily calcium needs.
- Drinking enough water - Water is the best thirst quencher.

Healthy Choices at Como Primary School

At Como Primary School we follow the 'traffic light system' of categorising food and encourage green food choices as much as possible. Sound nutritional practises are promoted:

- Nutrition is a key part of classroom health education. Teachers promote the healthy food traffic light system and provide the skills for making healthy choices. Teachers also educate students on understanding the media in advertising foods.
- Our school canteen supports classroom nutrition lessons by promoting nutritious food. This is achieved by accessing professional support in selecting appropriate foods. That is, The School Canteen Association, Healthways, City of South Perth and networking with other schools in the district.
- Christmas candy canes and birthday lollies/lolly bags are not permitted.
- A review of the canteen menu is made regularly by the canteen committee.
- Students are not to be given food as a reward in classrooms.
- Como Primary is not a nut free school as we want to mirror the 'real world' where students who have allergies need to manage their food choices and be self-aware of their condition and consequences.
- Water bottles are encouraged in the classroom but must contain only water. Students should be respectful of teachers and others when drinking from their bottles in class time.
- Teachers should be judicious in their approach to giving non-nutritious foods and drinks out in class. On occasion some curriculum areas such as maths, science and the humanities may require the tasting of amber and red foods but this is to be kept to a minimum.
- Non-nutritious foods are acceptable for special events such as school fairs, the annual Easter Egg Hunt and end of year parties, however, lollies are not to be included.
- Teachers may notify parents if there are concerns regarding the nutritional value of student lunches.
- Visiting agencies and guest speakers are not to use non-nutritional foods as rewards.
- The school will hold special events to promote healthy eating. E.g. The Healthy Breakfast during Walk to School Week.
- Parents will be provided up to date advice and tips to assist in providing healthy lunches for their children, through the school newsletter.
- When celebrating a child's birthday parents who wish to send a cake to school are asked to supply only small cup- cakes or muffins. Anything more than this will be sent home.

Food categories explained:

Under the traffic light system, food and drink sold within WA Health services will be classified into categories based on their nutritional value, energy density and levels of saturated fat, added sugar, salt and fibre.

Green Foods and Drinks	
<p>Foods and drinks classified as Green are the healthiest choices. They are excellent sources of important nutrients needed for health and wellbeing, and low in saturated fat, added sugar and salt, and are lower in energy density.</p> <p>Can be eaten every day or at every meal.</p> <p>Examples include: Plain or whole grain breads and cereals, vegetables and salads, fruit, low fat milks and dairy products, lean meats, fish and poultry, eggs, and nuts and legumes.</p>	<p>Fill the menu - at least 50% of all items displayed and offered</p> <p>Should be:</p> <ul style="list-style-type: none"> • available from all key food outlets as much of the day as possible • actively promoted at point of sale as healthier options • prominently displayed compared to Amber foods • attractively presented, tasty and competitively priced

Amber Foods and Drinks	
<p>Foods and drinks classified as Amber are mainly processed foods. They have some nutritional value but contain moderate levels of saturated fat, added sugar and/or salt and can, in large serve sizes, contribute to excess energy intake.</p> <p>Should be carefully selected and eaten in moderation.</p> <p>Examples include: Full fat milk and dairy products, some breakfast and cereal bars, some un-iced, plain, lower fat cakes and muffins, some processed meats (e.g. ham, pastrami), poly- or mono-unsaturated spreads, breakfast cereals with no added sugar or fat.</p>	<p>Choose carefully - approximately 30% of all items displayed or offered</p> <hr/> <p>Should:</p> <ul style="list-style-type: none"> • not dominate the menu at the expense of healthier Green items • be provided in small serve sizes • not be actively promoted, especially through signage or 'deals' • where possible, comprise the healthiest alternatives available from within the category <p>All labels need to be checked against the Red-Amber nutrient criteria</p>

Red Foods and Drinks	
<p>Foods and drinks classified as Red are energy dense and nutrient poor foods and drinks that are high in saturated fat, sugar and/or salt. They can contribute to excess energy intake if consumed in large amounts or on a frequent basis.</p> <p>Red foods also include deep fried foods, confectionary and chocolate (energy size limit), crisps, corn chips and similar salty snacks (energy size limit), sugar sweetened soft drinks, energy and sports drinks (energy size limit).</p> <p>Should only be eaten occasionally.</p> <p>Examples include: Fried foods, savoury commercial products such as pies and sausage rolls, snack bars, sweet biscuits, cakes and sweet pastries, small size confectionary and packets of crisps, some sweetened drinks and processed meats such as salamis.</p>	<p>Limit / remove - no more than 20% of all items displayed or offered</p> <hr/> <p>Should:</p> <ul style="list-style-type: none"> • not be promoted or advertised in any way • not be displayed prominently • stocked in the smallest available portion size <p>All labels need to be checked against the Red-Amber</p>

Virtues Education and Buddy Time

The Virtues program provides students with knowledge, skills and value clarification on numerous key virtues. They learn what each value, such as: respect, kindness, helpfulness, generosity and honesty means and how to practice and develop each targeted virtue.

- Each fortnight a key virtue is introduced across the school form K-6.
- The newsletter provides information on the virtue for the fortnight.

- Staff have access to support resources and innovative ideas to promote the virtues program within their classroom.
- Targeted virtues are on display in the walk way display boards.
- During prefect assemblies the virtue is highlighted and the matched virtue song is sung by the whole school.
- A Virtues Award is presented at Speech Night to a child who has displayed outstanding virtuous actions during the year.
- Every child from Year 1-6 has a buddy from a younger or older year level. Buddies are changed each semester.
- Each week a 25-minute Buddy activity is conducted where students practise the virtues with their buddy whilst engaged in a different activity each week. For example: gardening, ball games, simple cooking activities, board games, scavenger hunts, shared reading and role playing.
- Students know they can find their buddy at break time if they have a problem or are feeling lonely.

Sun Awareness

Como is a recognised Sunsmart School:

- Students are required to wear a hat outside throughout the school year. A 'No Hat on your Head, No Play' policy operates through Term 1-4.
- Sun awareness is a key part of classroom health education.
- Students are encouraged to wear sunscreen during long periods of outdoor activity.
- Sunscreen is provided in each classroom.
- Students must wear a wide-brimmed hat when outdoors, preferably one sold through our uniform shop.
- Students who have no hat will sit in the undercover area.
- Friday sport will operate between 9:55-10:55am during Terms 1 and 4. For Terms 2 and 3 sport will resume to the afternoons.

Cleanliness

Hand sanitizer is provided in every classroom for student and staff use. Sanitizer must be used before using iPads.

Medication

Appropriate and responsible use of drugs is promoted:

- Medicinal Drugs: The school will only take responsibility for prescribed medication. If a student becomes ill during class time, all efforts will be taken to notify the parents. Students are not to carry medicines on them or in their bag.

Parents are responsible for providing in writing the details of the prescribed medication and its appropriate use. The appropriate permission forms need to be completed and stored with the medication these are available from the front office, the Deputy Principal and on our school website.

Smoking

Smoking is not permitted on the school grounds, this includes all employees, volunteers, workmen and parents.

Other Drugs

- Students are not permitted to use or carry any other drugs at school.
- School discipline by the principal will result if students are in possession of, or under the influence of drugs. Parents will be notified immediately and other agencies required.
- Relevant staff will be informed of any cases of drug use and the welfare of all staff and student will be carefully considered as a priority in all cases. Staff are required to keep strict confidentiality.

Drug Education:

Drug education is an important part of health education and is addressed within the curriculum.

Child Abuse and Neglect

Skills to enable students to protect themselves from child abuse and neglect are taught in Health education. The school has adopted the 2009 Education Department's Policy and Guidelines for the 'Procedures for Identification of Child Abuse and Neglect.' Online training has been completed by all staff.

In summary:

- Students disclosure should be treated confidentially and be reported to the Principal immediately. The Principal will then contact or report to the Department for Child Protection (D.C.P.) as required by law.
- Where a student begins to disclose in front of other students, the teacher should acknowledge he/she heard the child, be supportive and gently indicate they might tell you in a more private situation and quietly arrange to see them as soon as possible away from other students. (i.e. Protective interrupting)
- Under no circumstance should a staff member 'promise not to tell'. Staff are required by law to report disclosures to the appropriate authority.

Injury, First Aid and Medical Conditions

Como Primary School maintains a clear process in which to follow with regard to the treatment of injuries.

- In case of injury, students are attended by the class or duty teacher. Serious accidents, which involve suspected fractures and head injuries are to be treated with extreme caution. The duty teachers or teacher present should notify the Principal or Deputy Principal as soon as possible. In such cases movement of the student should be avoided until medical help arrives. Critical Incident Forms need to be completed.
- All injuries to the head require phone contact with the student's parent.
- At all times we have at least one staff member on site who has a current First Aid certificate. Six staff members currently have a First Aid certificate.
- Parents will be notified if their child is involved in an accident. If in the case that a child requires hospitalisation and the school cannot locate the parents, the school will organise for an ambulance. The parents will receive the bill for the ambulance.
- Where blood is involved, staff should take precautions to prevent themselves coming into contact with spilled blood. This may involve wearing gloves that are located in the medical room.
- Students who cut themselves, will be recommended to wash the wound and apply pressure with a tissue until it stops bleeding. Band-Aids should be avoided if possible.
- Staff are encouraged and supported to attend first aid courses.
- Injury reports students are documented by the relevant teacher in the school injury file located in the medical room. All injuries to staff should be reported to the Principal immediately for the purpose of insurance or worker's compensation.

Emergency Medical Situations:

The school has action plans in place for Asthma and Anaphylaxis.

In these cases, the emergency action plan is to be followed.

- All Staff have annual training in the use of Epi Pens
- Como is an Asthma Friendly School and all staff have training in the use of inhalers
- For all medical emergency students, the school administration will call an ambulance when seen as needed. The cost of the ambulance attendance will be at the parent's expense.
- Students with asthma and anaphylaxis have their GP or specialist endorsed plans and medication in the medical room. These students are also identified through photos in the duty files and relief teacher files in each classroom.

- Dates are regularly checked by Admin of asthma inhalers and epi pens.
- First aid kits in the ECE and main school area are checked and replenished regularly by a trained EA.
- First aid kits are always taken on excursions.

In line with the *Occupational Safety and Health Regulations 1996* (the OSH Regulations) a risk assessment is conducted of our site, including the buildings, grounds and play areas and those that are identified with risks are addressed. At Como we have a trained OSHR staff member.

School Medical Information

The school officer collates a list of students with medical disabilities and illnesses that are recorded on Integris. Staff should not discuss a student's medical information except in a professional capacity with relevant staff.

Allergies

Records of students with allergies are kept up to date, with information provided for staff and admin. First Aid is kept in the sick room for individual students. Teachers on duty carry information on all students with allergies in their duty file.

A number of students enrolled within the school have an allergy to nuts, and particularly peanuts. In conjunction with the parents of the individual students and their teachers, action plans and awareness have been developed and are in place within the school. The students themselves are aware of their allergies and can avoid the products when obvious. All students are told to never share their food with other students.

Head Lice:

Students with head lice infestation are required to have their hair cleared of lice before returning to school (Communicable Disease Guidelines, Department of Health, 2014). Parents will be contacted and asked to take their child home for treatment if lice are found at school. At all times confidentiality and respect will be used in this process. Please refer to the Department of Health's head lice fact sheet at www.public.health.wa.gov.au

Students at Como must wear their hair tied back or up once it is at shoulder length. It is also advisable to prevent hair from falling across eyes and blocking vision.

Infectious Diseases

The Department of Health's 'Communicable Disease Guidelines' (Department of Health WA, 2014) and subsequent guidelines are followed at all times.

Safe travel to and from school

Students are encouraged to take personal responsibility for the prevention of road accidents.

Road safety is taught during Health lessons.

Students are informed of the need to use the crosswalk attendant when crossing Thelma St.

Establishment of Safety Houses around Como PS by P&C. Students are informed of their purpose and use.

Admin are on duty in the Kiss and Drop area to ensure student safety.

Litter Free Environment

Staff on duty ensure there is minimal litter.

Tuesdays are Waste Wise days where parents are encouraged to provide food to their children that has minimal or no wrappings. Organic scraps are collected in four buckets by our Prefects and placed in the school compost bin. All other rubbish (plastic, AL foil and paper) is taken home.

Evacuation and Lock Down

In an emergency, school evacuation and lock down procedures are followed. These are housed in a red, clearly labelled Emergency file located inside each room, by the door. All Staff and students should be aware of these procedures. Practice evacuation and lockdown drills are conducted as appropriate by the Principal.

Community Involvement

The school recognises the valuable support available in the local community and encourages community involvement in the school health program in the following ways:

- Guest speakers invited to speak to students where applicable.
- Donations and support for school health activities.
- Guest speakers invited to speak to parents where applicable.
- Guests invited to attend special events. E.g. Healthy Breakfast.....