Welcome to Robe Primary School 2015

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Mr Chris McLay
Principal
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Dear Parents and Caregivers,
On behalf of the Staff at Robe Primary School I would like to welcome you and your family to our School community. We are a small-medium sized school, with enrolments of approximately 100 students. We have 4 classes which are usually composite in structure. We have a committed and hardworking staff, including teachers, student support officers and volunteers who are committed to delivering your child with quality education.

At Robe Primary School we believe in working in partnership with our community and parents to provide your children with the best education possible. Student well being and providing a safe secure and enriched learning environment is our first priority. Academic achievement and children achieving their Personal Best is of utmost importance.

We believe strongly in, and embrace our school values of RESPECT, INTEGRITY AND COURAGE. We operate under the ‘Kids Matter’ umbrella, which is a nation wide mental health initiative in Primary schools. Kids and people matter here at Robe Primary!

Robe Primary School has strong community ties. We are well supported by present and past families, as well as local businesses and volunteers.

We look forward to working with you and your families over the coming years.

Chris McLay
PRINCIPAL

Bell Times

8:30 am  Supervision commences
8:50 am  Bell sounds (Information assembly on Mondays)
9:00 am  Lessons begin
11:00 am  Morning recess (supervised eating)
11:20 am  Lessons resume
1:00 pm  Lunch (supervised eating)
1.10 pm  Play
School Vision Statement

Robe Primary School is a positive, productive school community that inspires and supports active learning.

We provide a caring, cohesive school environment and promote happy, healthy lifestyles.

We strive for confidence and excellence and seize opportunities to learn.

We aim to create successful citizens and leaders.

We promote the values of

Respect
Courage
and
Integrity
TEACHING STAFF

Chris McLay  Principal

Shalene Venn  Reception/Year 1 / Well Being Co-ordinator

Jane Hayes  Year 1/2 class

Jane Pitt  Year 3/4 class

Kate Schubert  Year 5/6/7  class Monday, Tuesday, Wednesday

Nathalie Boulden  Year 5/6/7  on Thursday, Friday R/1 class Wednesdays, Science Tuesdays

Nicole Taylor  The Arts, (Mondays)

SUPPORT STAFF

Jenni Golding  Finance, Administration, Class support

Cassie Bermingham  Finance,

Georgie Sneath  Classroom Support

Carissa Austin  (volunteer) Student Support
Meetings are held on a needs basis.
All parents are encouraged and welcomed to participate.
Participants wishing to vote at meetings are required to register their name in the Club’s membership book.

AIMS AND OBJECTIVES

~ to work in co-operation with Principal, Staff and other committees.
~ to assist the school in material and personal ways
~ to develop and maintain an interest in the welfare of all children.
~ to assist parents to gain skills to participate in the management of the school.
~ to be a means of contact between school and home

PARENTS AND FRIENDS MEMBERS
Stacey Wirth
Anne Legoe
Deb & Richard Mackey
Kate Dutton
Lisa Baker
Trish Yeo
Mardi Brooks

Governing Council 2015

Our School Governing Council members are elected by the parent body to perform two functions:

♦ to inform parents of the decisions and policies made within the school,
  to inform the school of the concerns of the parents.

Should you have any concerns about the school, please do not hesitate to contact any of the people listed below who will, at the next council meeting, initiate discussion on your behalf.

Governing Council Members/ Roles 2014

Principal          Chris McLay
Chairperson        George Legoe
Vice Chairperson   Anthony Carroll
Secretary          Sonia Legoe
Treasurer          Jenny Dell’Antonio
Staff Representative  Jane Pitt
Members            Andrew Smith
                  Lisa Falkner
                  Lisa Enright
                  Fiona Roundy
                  Paul Birchall
Teachers are using the Australian Curriculum, and the SA TFEL framework documents to program and assess areas of study.

REQUIRED AREAS OF STUDY

The Australian curriculum required areas of study from Foundation (reception) to 7 are as follows:

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>Geography, History, Economics &amp; business, civics &amp; Citizenship</td>
</tr>
<tr>
<td>Technologies</td>
<td>Design &amp; Technologies, Digital Technologies</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Languages</td>
<td>Under Construction...To be implemented in 2015</td>
</tr>
</tbody>
</table>

The Australian Curriculum focuses on Seven general capabilities
- Literacy
- Numeracy
- Information & communication Technology (ICT) competence
- Critical & Creative thinking
- Ethical Behaviour
- Personal and social competence
- Intercultural understanding

There are three cross curriculum Priorities
- Aboriginal & Torres Strait Islander histories & cultures
- Asia & Australia’s engagement with Asia
- Sustainability

Other curriculum Information
Jon Peters - music instructor who offers weekly guitar, drums and singing lessons (at parents expense)

All students have access to both PC computers, laptops, i-pads and each class is fitted with an Interactive whiteboard.

The school hosts a variety of Visiting artists and performances during the year to
Data collection / Reporting Schedule

Term 1
- Reading benchmark tests
- Oxford spelling test
- Burt reading test
- Genre writing piece - description
- Learning discussions / Parent teacher Interviews

Term 2
- Reading benchmark tests
- N.A.P.L.A.N (YR 3,5 & 7 students)
- ACER first word spelling test
- Burt reading test
- Genre writing piece
- Mid year Written report

Term 3
- Reading benchmark test
- Genre writing — description
- Interviews on request

Term 4
- Reading benchmark tests
- PAT testing (spelling, reading, grammar, comprehension, maths)
- ACER first word spelling test
- Burt reading test
- Genre writing piece
- End of year written report

Newsletters

Newsletters are sent home in weeks 3, 6, and 9 with the eldest child in the family. Many families receive the newsletter via email, so please fill in the appropriate section on the enrolment form if you would like this option. Class newsletters will be sent home at least once per term.
Student Voice..Little Leaders

At Robe Primary School we encourage Student Voice through student leadership.

Members
At the start of the year, all Yr 6/7 students are invited to submit written applications to apply for tour Student Voice Group positions.

The positions of President, Vice President, Secretary and Treasurer are elected by the Student Voice Teacher in charge, and the staff as a whole based on their applications.

- Two students from each class are elected each term to be class representatives

Leadership training
- In Term 1 the Little Leader members attend an informal training session run by Kate Schubert
- Student leaders may have the opportunity to attend a leadership conference in Adelaide
- Expectations and responsibilities for the year are outlined.
- Appropriate leadership skills are practised throughout the year

Student Voice Process
- Agenda forms are visible in each classroom and all students are invited to add ideas, suggestions and problems for discussion.
- Agenda items are discussed at Class Meetings.
- Class Meetings are held weekly
- Class representatives take appropriate class issues to the Meetings.
- Meetings are held once a fortnight.
- Student Voice students report back to students, staff and parents.

Student Voice Responsibilities
- Listen to fellow students.
- Contribute to Monday and Parent Assemblies.
- Organise ‘Fun Days’ during a term.
- Organise attendance
- Organise fundraisers
The concept of school uniform is encouraged by parents and staff. Robe Primary School Governing Council and the Parents & Friends Committee endorse the wearing of a school uniform. More specific information can be obtained from the Parents and Friends Executive. Periodically an order form will be sent home with students to order uniforms.

**BOYS / GIRLS UNIFORM**

- Navy track suit pants, navy shorts
- Red and white polo top with logo
- Red and white zipped jumper with logo
- Appropriate sandals or shoes
  
  (NO thongs or crocs)

Plain navy scarves, beanies and gloves may be worn when outdoors in Winter. Please label all clothing clearly.

**HATS**

During Terms 1 and 4 our school enforces a “No Hat, No Play in the Sun” rule. We expect students to wear a school hat to protect them from the sun.

**LOST PROPERTY**

Parents are urged to label clothing, particularly jumpers, as well as items like lunch boxes and drink bottles. All lost property not labelled is held in the Administration Area. If Junior Primary labelled clothing is found it is returned to the classroom for the child to retrieve.
GENERAL INFORMATION

Children’s Daily Requirements
- school bag
- Piece of fruit or vegetable for healthy snack time in the morning
- Packed recess and lunch, or a lunch order for the local baker
- Water bottle
- Named hat in terms 1 and 4

Lunch Orders
This year the contract for supplying ‘Right Bite’ lunches has gone to Robe Bakery. Students are able to order their lunch Monday to Friday. Students need to place their pre-written lunch order in the plastic lunch box container located in their individual classrooms each morning. All lunches are delivered to the classroom and handed out by the class teacher or lunch monitor.

Attendance
It is a legal requirement that children attend school every day unless the school receives a valid reason for being absent. An explanation in the form of a phone call or an absentee slip is required and documentation kept for legal reasons. Parents/Caregivers must let the school know prior to any extended absence, and apply to the Principal for an exemption. (for family holidays etc.) If a child is away and the school has not been contacted, the school has a legal responsibility to follow this up on the 3rd consecutive day.

Punctuality is expected and encouraged, and children will be marked as late if they are not in class by 8.50am.
If the roll book has already been taken to the office when they arrive at school, the child or parent needs to let the front office staff know that they are here.
Teachers must be given prior notice if parents are requesting work for their child during absence.

Supervision
Supervision by staff members starts at 8.30am till 3.30pm in the afternoons. It is important for parents to understand that the staff cannot be held accountable for the safety and actions of students on the school premises outside of the above times or conditions unless it is a school event.

Regional Support Service
Special Education, Guidance, Behaviour Management and Speech Pathology Services are available to support students with special needs. Access to these services is through a referral process completed and submitted by classroom teachers and the principal. After discussions with parents involved.

Assemblies
Weekly assemblies are held at 8.50am every Monday morning. Upcoming school events are announced, weekly student birthday awards and certificates are presented, and general whole school information is given. The assembly generally goes for 15minutes. Whole school end of term assemblies are held during Week 10 of each terms 2 and 3 in the School Hall. It is an opportunity for students to share work, achievements and news. An invitation is extended to all parents and friends of the school to attend.
Check the coming events section of the newsletter to confirm when the next assembly will be held.

Banking
The local branch of Bank SA and the Community Bendigo Bank offer a school banking service to all students each Thursday. The bank bags are located in the classrooms. Application forms are available through the branches.
General Information cont.

Wet Weather
If it is raining during recess or lunchtimes the teacher on yard duty will ring the School bell three times. Students will then be supervised in their classrooms, under the pergola, in the school hall or activity room. To resume play the bell will ring once.

Car Parking
Parents are requested to take extreme caution when dropping off and picking up students from school. Parents are requested not to park in the turn around section of the cul-de-sac immediately at the front of the school. Please proceed to the front of the car park to allow more parents to pull in behind you and please if you need to talk to someone, park your car in the appropriate place. Using care, parents are able to use the school car park during these times.

Accessing Student Files
Parents are able to request access to any personal information kept at the school concerning their child. The request for information shall be in writing addressed to the Principal. The Principal will only deny access if the information

1) infringes on the privacy of others
2) betrays an undertaking of confidentiality
3) poses a threat to the health, safety or welfare of any person.

Parental consent must be obtained before students personal files are shared with other organisations or sections of the Department of Education and Child Development. For further information, please contact the Principal.

School Sport
The school is affiliated with the SAPSASA (South Australia Primary Schools Amateur Sports Association) sports programme. Consequently, Year 5 to 7 students with abilities in the offered sports are encouraged to try out for selection in district representative SAPSASA teams, including cricket, football, hockey, netball, swimming etc.

Robe Primary School holds a school sports day in term 1 each year. It involves all year levels with students being split into two teams for competition in the middle and upper primary classes: (Guichen - Red and Lacepede - White). The activities conducted are in line with the SAPSASA Junior Sports Policy. A representative athletics team is also sent to participate in the district SAPSASA Athletics Day.

In term 2 children in years 3-7 are involved in a basketball day held at Millicent stadium which is met with great enthusiasm.
**Kindy to school transition**

Sally Smith, the director of the Robe Soldiers Memorial Kindergarten, and our R/1 teacher Shalene Venn, work together to ensure that the transition between Kindy and school is a smooth one. General transition activities are organised throughout the year to help the children familiarise with school, the teacher and the school children. In 4th term, the Kindy children who are due to start school the following year have 3 structured visits to school without the kindy staff. They are exposed to and experience some of the classroom/school routines and learning. There is an opportunity for parents to meet with the Principal and class teacher, with a tour and brief induction into the school.

**Yr 7 to high school transition**

Our local feeder school is Kingston Area School which is located 42km from Robe. The children catch a bus to and from Kingston at no cost. A transition program is organised between staff at Kingston and the year 7 teacher at Robe late in term 4 for 4 days. The children experience catching the bus and are welcomed at Kingston by students and staff and are involved in a variety of activities throughout the week. A small number of children attend Kangaroo Inn Area School which also runs a transition program at a similar time.

**Swimming**

Our school is involved in swimming lessons early in term 1, at Kingston Community school. These lessons are conducted by DECS swimming instructors. Swimming lessons are part of the Health & PE program, aimed at boosting water confidence and safety, thus it is expected that all children are involved. To help cover costs, families are required to pay $20 per child and the remainder is covered by various funding by the school.

**Library**

Although each classroom has a class library which is updated on a yearly basis, the school does not actually have a library. Classes access the community library once a week and students are able to borrow and return books as they wish. The younger children will be allocated a day and they need to remember to bring along their library bags and books. We often have volunteers in the community whom come along and read the children a story after borrowing time has finished.

**Policies**

We are constantly reviewing and updating various school policies and procedures including: *Sun Smart, Wet Weather, Volunteer, Bushfire, Evacuation, School Camp, Asthma, Attendance, Drug, Medication, Missing Child, Infectious Diseases and Grievance. We are currently working on a Homework Policy which will be implemented early in 2015. We have included 4 major policies in this handbook, being ‘Code of Conduct’ (behaviour code) Student ICT Usage, Anti-bullying, and Student Health. We are currently developing a separate ‘Policy and procedure handbook’ for parents which will have a copy of the other policies and will be available to parents from the front office on request. We are hoping also to update our
Anti-bullying policy

At Robe Primary School we believe bullying and harassment is:

When one person, or a group of people, repeatedly use power in a deliberate way with the intention of controlling or hurting others physically, psychologically or emotionally.

Bullying may be verbal, gestural, physical or relational. Bullying may be direct or indirect.

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT</th>
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| VERBAL | • Verbal insults.  
• Unfair criticism.  
• Name-calling. | • Persuading another person to criticize or insult someone.  
• Spreading malicious rumours.  
• Anonymous phone calls and emails. |
| GESTURAL | • Threatening or obscene gestures.  
• Menacing stares. | • Deliberate turning away or averting eyes to ignore someone. |
| PHYSICAL | • Striking.  
• Throwing things.  
• Using a weapon. | • Getting another person to insult someone  
• Removing and hiding belongings |
| RELATIONAL | • Forming coalitions against someone. | • Persuading someone to exclude another. |

To build a safe and supportive school environment we deal effectively with bullying issues through:

Prevention  
Intervention  
and  
Management

SCHOOL RESPONSIBILITIES

PREVENTION

We prevent bullying by:

Educating staff about bullying, harassment and the strategies that prevent them.  
Fostering an inclusive school community that supports and values diversity.  
Providing programmes that promote resilience, social and life skills, virtues, assertiveness, conflict resolution and problem solving.  
Developing active and trusting relationships among all school community members.  
Including students, staff and parents in decision-making.  
Maintaining a duty of care.  
Working proactively with students at risk.  
Educating students about positive bystander behaviour to help and report.
**Intervention**

If bullying occurs we:

- Actively encourage students to report bullying incidents to a staff member.
- Encourage parents to contact schools as soon as they are aware of a problem.
- Assess the severity of the bullying and take appropriate action following the Behaviour Management Policy.
- Arrange support for students, carers and teachers involved in bullying incidents.
- Respond proactively to signs of bullying, harassment, discrimination and violence.
- Create opportunities for students to share concerns.
- Empower students to participate in solving bullying issues.
- Support and reinforce the behaviour of bystanders who help and report.
- Respond proactively to inappropriate behaviour of bystanders.

**Management**

Following an incident of bullying we:

- Monitor the situation between students involved (victims, bullies, bystanders) to ensure safety and wellbeing are maintained.
- Involve parents, staff and students in the review of behaviour plans, where necessary.
- Give ongoing support to students, parents and staff to rebuild relations and prevent further incidents.
- Model conciliatory responses.
- Seek inter-agency help if necessary.
- Review the Anti-Bullying and Behaviour Management Policies regularly.

**Parent Responsibilities**

**PREVENTION**

Parents can help to prevent bullying by:

- Participating actively in the school community and decisions about bullying.
- Recognising and valuing diversity in the school community.
- Promoting and modelling problem-solving strategies.
- Sharing concerns and suggestions about bullying through the appropriate channels.
- Actively supporting the Behaviour Management Policy of the school.

**INTERVENTION**

If bullying occurs parents should:

- Listen to the details of the incident.
- Report the bullying promptly to staff.
- Work collaboratively with staff to support their child – either as a victim or bully.
- Support the school in its behaviour management of students who bully in accordance with the Behaviour Management Policy.

**MANAGEMENT**

Following an incident of bullying parents should:

- Maintain communication with their child and staff to ensure the student is safe and happy.
- Model conciliatory responses.
- Seek professional help if necessary.
Student Responsibilities

**PREVENTION**
Students can help to prevent bullying by:
- Participating in decisions about bullying through class meetings and Student Representative Council.
- Supporting other students and valuing diversity.
- Abiding by school rules and values.
- Learning and using effective bystander behaviour.

**INTERVENTION**
If bullying occurs students should:
- Seek immediate help when bullying is witnessed or experienced.
- Support peers who have been bullied.
- Participate in behaviour change programmes where necessary.
- Use effective, safe bystander behaviour.

**MANAGEMENT**
Following an incident of bullying students should:
- Maintain communication with adults and share concerns, incidents or positive changes.
- Behave in a conciliatory manner where possible, and not seek revenge.

Reviewed by staff: 3/3/07
Reviewed by Governing Council: 21/3/07
Reviewed by SRC:
ROBE PRIMARY
SCHOOL
CODE OF CONDUCT

OUR PURPOSE
At Robe Primary we believe that teachers have the right to teach, and that students have the right to learn in a safe, supportive and stimulating learning environment.

OUR VISION
Robe Primary will be a positive, productive school community that inspires and supports active learning. We will provide a caring, cohesive school environment which promotes happy and healthy lifestyles. We will strive for excellence and seize opportunities to learn. We aim to create successful citizens and leaders.

OUR SCHOOL VALUES

Respect
Integrity
Courage
STAND PROUD
**RESPECT** Successful achievement looks like:

- Respecting others, their right to learn and their right to teach.
- Speaking in a respectful tone, and listening to and following staff members instruction.
- Co-operating, speaking and interacting with others in a positive and friendly way.
- Being considerate of other’s feelings, rights and safety.
- Being considerate of other’s feelings, rights and safety.
- Following and respecting class rules and expectations.

**INTEGRITY** Successful achievement looks like:

- Caring for people and school property.
- Helping others in need.
- Being organised for lessons and homework.
- Being honest and trustworthy.
- Being inclusive of others, and appreciate diversity.

**INTEGRITY** Successful achievement looks like:

- Taking responsible risks in learning ... having a go!
- Completing all work to the best of your ability.
- Having courage to stand up for what is right and what you believe in.
- Displaying resilience
- Making responsible decisions resisting pressure
- Accepting responsibility for actions and behaviour.
TEACHERS

Students and their care givers can expect teachers to:

- Treat students fairly and respectfully.
- Create and maintain a safe, respectful and challenging learning environment.
- Develop and maintain positive relationships with students, staff and caregivers.
- Communicate with Caregivers when there is an issue with student performance or behaviour.
- Provide constructive feedback to students about their learning.
- Set high expectations and encourage children to strive for individual excellence.
- Deal with bullying, harassment, and violence using DECD and school policies, and with the help of the Principal and school counsellor when required.
- Respond to Caregiver concerns promptly and professionally using school policies when necessary.

Students and their caregivers can expect School Support Officers to:

SCHOOL SUPPORT OFFICERS

- Treat students fairly and respectfully
- Develop positive relationships with students, staff and caregivers with good communication.
- Work collaboratively with teachers to plan for students.
- Ensure that the learning environment is safe and supportive.
Parents play an important part in their child’s schooling and can assist their child to succeed by:

- Treating all members of the school community with respect.
- Have high but realistic expectations of their child’s learning and behaviour.
- Regular communication with the school in both an informal and formal capacity eg. Notes in diaries, phone calls, attending interviews etc.
- Promoting a positive attitude about school and teaching staff with their children.
- Volunteering or helping out at school when possible.
- Addressing any concerns about their child with the appropriate teaching staff.
- Using appropriate Grievance procedures to help resolve ongoing issues or disputes.

The Principal will:

- Establish and maintain positive working relationships with students, teaching staff, parents and members of the school community.
- Actively promote our school values of Integrity, Honesty and Respect.
- Provide effective leadership, resources and support for students and staff.
- Continually strive for academic and behavioural excellence across the school.
- Implement new strategies and reflect on ways to continually keep the school moving forward and improving.
- Monitor student results and attendance across the school.
At Robe Primary School we believe that the Internet enhances learning by allowing students to access world-wide information that is current and diverse. E-mail provides students with a means to communicate easily and quickly with other learners and to source information.

**Staff Responsibilities**
- Ensure staff have skills and knowledge in Internet and E-mail usage and laws.
- Provide supervision at all times when students are accessing the Internet.
- Explicitly teach students (in accordance with DECS and School Scope and Sequence):
  - Skills to filter, analyse, interpret and evaluate information found on the Internet
  - Lessons in using the Internet and E-mail safely
  - Responsibilities under Copyright laws when copying information from the Internet
  - Dangers of, and laws around, Cyber bullying and e-crime
- Use filters to prevent students accessing inappropriate sites.
- Appoint a Network Administrator to track all Internet usage.
- Notify the Network Administrator of any inappropriate material found, or advised by students or parents, so that access can be blocked.
- Maintain privacy by ensuring that photos of students placed on the internet (such as school website) are labelled using general terms and do not include the student’s name.
- Ensure that a Consent Form is signed by caregivers and retained at school for all student photographs or work that is put on the internet (including the school website)
- Ensure that information published on the Internet by students or the school is of a high standard and meets legal requirements.
- Provide E-mail accounts protected by a password.
- Include on-line learning opportunities into curriculum work for all students.
- Ensure that only students with signed Internet Agreement Forms utilise the Internet and E-mail.

**Parent Responsibilities**
- Read, understand and return Internet Agreement Forms to school promptly at the beginning of each school year.
- Reinforce safe Internet practises with their children.
- Immediately notify staff of any inappropriate material or concerns about student Internet usage.

**Student Responsibilities**
- I will only access appropriate learning Internet sites
- I will always ask a teachers permission to use the internet or email.
- I will take care of the computers, ipads, laptops and other ICT equipment
- I will tell my teacher immediately if I come across information that is rude, nasty or makes me feel uncomfortable.
- I will not send emails or messages to people I don’t know without checking with the teacher first.
- I will not give out any personal information.
- I will not send pictures of myself.
- I will not use public ‘chat’ rooms.
- I will not use another persons password or access another persons files.
- I will not give my password to anyone else.
- I will obey copyright laws.
- I will not use social media inappropriately or without the permission from a teacher.
- I will not introduce files or download software onto the computers or laptops.
- I will print responsibly, with the teacher’s permission and I will print only items that are school/
Consequences of misuse

Failure to follow the above agreement may result in any of the following:

1. Internet lockout
2. Email lockout
3. Printer lockout
4. Computer lockout
5. Complete work without the assistance of a computer.
6. Parents being invoiced for repairs to equipment damaged due to lack of care.
7. Suspension from ICT activities

- Lockout times can vary from 5 minutes to an entire term or year depending on the seriousness of the breech.

 Reviewed / Updated October 2013

Please fill in and return the following section.

ICT agreement form

Name:................................. Date..............................

Class:......................

I have read the Student Internet usage document, and agree to abide by the above rules. I accept any consequences if I am in breech of the agreement.

Signed.................................

Parent signature.................................
Addressing Concerns Policy

From time to time issues or problems can arise concerning your child’s education or well-being at school. We believe all members of the school community must be given the opportunity to express their opinions and voice their concerns.

A general set of “rules” for students, staff and parents need to apply so that these issues and problems can be overcome in a rational non-threatening way.

♦ In the first instance arrange to talk to the person who knows about the situation. It will always help the situation if you are calm and honest in your approach. If your concern is with another student, you should not approach the child directly.

♦ Your concern deserves time in order to be resolved. Let the person know about your concern with a note or telephone call. This means they will be prepared and have all the necessary information. A time can be set up which suits you both. If, together you are not able to sort out the problem let the person know that you intend to speak to someone else. Arrange a time to speak, to the Principal, providing information which will enable the meeting to be as useful as possible.

♦ If at the end of this meeting the problem is still not resolved (or your concern is with the Principal) contact the Partnerships Education Officer based in Mount Gambier, phone 87 245300. The advised party will need to be sure that attempts have been made to sort out the issue, using the process described above And the D.E.C.D flowchart included as part of this policy.

It is important that your concerns are kept confidential, and though, at times you may wish to seek support from friends or an advocate, it is important to do this wisely. If the matter is discussed in the student’s hearing, it is important that the student understands that you have confidence that the issue will be resolved confidentially, at the school level. Criticism of the school or teacher does not support the child’s education as it can undermine trust and confidence. Staff are expected to keep concerns that have been raised confidential. Staff would expect the matters to be resolved with the parents and caregivers appropriately.

As outlined by DECD, the complaint process should:

• be inclusive
• Focus on relationships
• Clarify responsibilities and expectations of the process
• Be seen as an opportunity for each party to learn

Emphasis is placed on:

• people taking responsibility for their actions
• Clarifying reasons for, and expectations about the complaint
• Using resolution approaches that are most likely to support effective working relationships
• Resolving issues promptly

All parties need to:

• arrange suitable meeting times to discuss a concern
• Allow a reasonable time frame for an issue to be addressed

Any party may request that an agreed third person be in attendance at meetings. Insulting, threatening or offensive behaviour will result in the immediate discontinuation of meeting or phone call. Insulting or threatening written communication will be filed. The principal or District Office will then negotiate a way forward with advice from DECD legal advisors if necessary. Staff will abide by WHS guidelines to stay safe in all situations relating to grievances.

Updated October 2014
Student Health Policy

If a child has an illness or condition (permanent or temporary), the teacher should be advised. The teacher should also be told about the effects of any treatment that the child is having so that allowances can be made both in and out of the classroom, but sometimes health problems are not so noticeable. Children who are ill with an infectious disease must not be allowed to attend school. The following guidelines have been drawn up on the basis that children who are unwell will not return to school until they have fully recovered. The only exception to this rule is that children with certain skin diseases may return once appropriate treatment has commenced.

Medication

All medication required by a student during school time must be delivered to the office by the parent or caregiver and must be in the original container with instructions. Medications will be administered at the appropriate time by front office staff. However, it is school policy to recommend that if your child requires medication three times a day it can be administered at home, before school, after school and before bedtime for three doses. Please consult with your doctor or pharmacist.

Asthma medication must stay with the student except for the Junior Primary classes where it will be stored in the sick room and administered under the guidance of front office staff.

Medication Administration

Please note that DECD guidelines state we are not allowed to administer any medication that does not meet the minimum standard which is;

- prescribed by a doctor
- provided to the school by the parent or guardian
- within the expiry date of the product
- delivered in the original container with label containing the child’s name and with clear instructions
- is not the first dose of any given treatment
- is delivered to staff as a daily supply

If medication is to be continued and for future reference please consider the legal requirements for DECD school staff.

First Aid

Teachers and school staff are required to update their first aid qualifications every 2 years by undertaking the refresher first aid course that is offered for schools. At least one staff member will be trained in Senior first Aid, an update their training when required by the department.

If a child becomes unexpectedly ill or injured, staff will:

- administer basic first aid
- Seek medical advice from the office if necessary
- Front office staff will call an ambulance if needed and continue to administer basic first aid
- Incident report is filled in by attending staff member and filed in the office, copy to go home if more serious
- Inform parent by a note or phone call

ALL HEAD, FACE OR OTHER MORE SERIOUS INJURIES WILL BE REPORTED TO PARENTS VIA A NOTE A PHONE CALL

Health Care Plan
Headlice

Anyone can get head lice and given the chance head lice move from head to head without discrimination. Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. People get head lice from direct hair to hair contact with another person who has head lice. Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

**Step 1**
Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or crawl around.

**Step 2**
Now comb sections of the hair with a fine tooth, head lice comb.

**Step 3**
Wipe the conditioner from the comb onto a paper towel or tissue.

**Step 4**
Look on the tissue and on the comb for lice and eggs.

**Step 5**
Repeat the combing for every part of the head at least 4 or 5 times.

If lice or eggs are found, the child's hair should be treated.
Head lice eggs are small (the size of a pinhead) and oval. A live egg will 'pop' when squashed between fingernails.

### Signs and symptoms:
- **Itching** — Many children infested with head lice have no symptoms. When symptoms do occur, itching of the head is the most common symptom. The amount of itching that occurs also is dependent upon the degree of infestation. Itching may be very mild if the infestation has just occurred, or it may be severe if the infestation has gone untreated for a long time.

- **Sores on the head caused by scratching** — At times, very tiny red areas on the scalp may be seen due to the bites from the louse. Sores in the head may develop from continued itching and scratching. Sometimes these sores can become infected.

- **Tickling feeling of something moving in the hair** — Another symptom reported by some people is a tickling or crawling feeling in the hair.

- **Sleeplessness** — Sleeplessness is also a common sign of lice infestation since lice like the dark and are more active at night.

The most obvious sign that someone is infested is the presence of nits or lice themselves.

### The Life Cycle of Head Lice
- **Egg** is laid on hair shaft. Egg is called a 'nit'.
- **Louse emerges** after 6-7 days.
- **First moult** 2 days after hatching.
- **Second moult** 5 days after hatching.
- **Third moult** 10 days after hatching.
- Emerging from their third moult as adult lice, the female and slightly similar male begin to reproduce.
- Female lays first egg 1 or 2 days after mating.
- Female can lay approximately 3 to 8 eggs per day for the next 16 days.
- Having lived 32 to 35 days the louse dies.

### Treatment and management of head lice requires:
- Careful inspection and screening of the hair and scalp of all family members to identify lice and/or nits correctly.
- Advise the school
- Use an effective head lice treatment.
- **The manual removal of nits (eggs)**. Comb the hair with a fine toothcomb to remove all of the nits. Meticulous removal of all eggs is most important
- Clean all personal items and the environment.
- Daily checks of the hair and scalp.
- Repeat the treatment 7 to 10 days after initial treatment

### Basic supplies needed for a lice inspection & screening include:
- **Time** – The examiner needs to conduct a careful search of the hair and scalp. This will take about three to five minutes per person.
- **A good light source** – Nits reflect ultraviolet light, so natural light (near a window or outside) is the best, or a lamp with at least a 60-watt bulb can be used.

The total head should be examined, but special attention should be given to the places where lice are most likely to lay their eggs. These areas include the hair directly over and behind the ears, near the crown and at the back of the neck. Each strand of hair needs to be checked. The head lice themselves will be hard to see since they move fast, but generally the nits can be seen.

- **Headlice products** – There are many headlice products available for the treatment of head lice. Most nonprescription headlice products contain permethrin or pyrethrin (such as Nix or RID*).

**Do not treat with headlice treatments as a preventative**

*Make sure that you remove all the eggs to prevent re-infestation.*
**‘Right Bite’ Menu**

<table>
<thead>
<tr>
<th></th>
<th>SANDWICHES</th>
<th>SANDWICH &amp; BASIC SALAD</th>
<th>ROLL/WRAP</th>
<th>ROLL/WRAP &amp; BASIC SALAD</th>
<th>SALAD OSLO TUB</th>
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</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>$4.00</td>
<td>$5.00</td>
<td>$4.10</td>
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<tr>
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<tr>
<td>Beef</td>
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<tr>
<td>All Salad</td>
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<td>$3.50</td>
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</tbody>
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**EXTRAS AVAILABLE AT ADDED COST**

- Low Fat Cheese, Gherkins, Cucumber, Pineapple, capsicum, Tomato, Carrot, Toasted: $0.50 ea
- Mayonnaise and Tomato Sauce: $0.30 ea
- Crispbread Crackers 2 pieces: $1.00
- Plain Fruit Buns (NO Icing): $2.60

**HOT FOODS**

- Hot Ham & Low Fat Cheese Roll: $4.50
- Spaghetti/baked Bean Jaffle: $3.50
- Hot Chicken & Low Fat Cheese Roll: $5.00
- Egg & Bacon Toastie: $2.00
- Hot Chicken & Low Salt Gravy Roll: $5.00
- Fruit/Raisin Toast (1 Slice): $2.00
- Hot Chicken & Mayo Roll: $5.00
- Hot Scones (Plain, Fruit, Savory): $2.30

**Fruit**

- Any Fresh Fruit In season – Whole: P.O.A.
- Packaged in Natural Juice: $3.00

**Vegetables - Right Bite/Green**

- Baked Potato cooked in skin with cheese: $4.50
- Baked Potato cooked in skin with chopped salad and mayo: $5.00
- Corn on the cob: $1.50
- Homemade Soup & Dinner Roll: $5.00
- Salads — Potato, Rice, Mixed Bean: $6.90

**Cakes & Iceblocks**

- Muffins—Apricot, Apple, Lemon & Poppy Seed: $2.20

**Drinks**

- Low Fat Nippy Flavoured Milk 250ml: $2.90
- Water 600ml Robe Water: $2.80
- Just Juice 200ml 99% Fruit: $2.00
- Frozen Yoghurt: $2.40