

# 2018

Be Respectful  
Act Responsibly  
Strive for Excellence

# PADTHAWAY SCHOOL PARENT HANDBOOK



**Government of South Australia**  
Department for Education and  
Child Development

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## FOREWORD

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Before children begin their education at school they are already active learners. When enrolling children at Padthaway Primary School, parents enter a partnership in education with the School. Education at Padthaway School has three main partners – the children, their parents and the school staff.

It is important for all to read this handbook carefully so that all three partners share a common understanding and can work effectively for the students of Padthaway.

The handbook outlines the School's aims and general program, indicating some of the ways parents, children and staff can support each other. It describes the school routines and expectations of School. It introduces staff and mentions some of the many opportunities for parents to contribute to the daily school program.

Padthaway Primary School offers each student opportunities for self-expression, connection to the school community, intellectual stimulation, physical challenge and enjoyment in their learning. It is a school where personal excellence and student growth can be achieved.

## HISTORY OF PADTHAWAY SCHOOL

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The original school in the district was Yallamurray and moves were made to have a school built at Padthaway. The original Padthaway School was built in 1935 from stone quarried on land donated by Mrs Lucy Lawson. The school was built in six weekends by voluntary labour.

The first teacher was Miss Myra Peake. For the first term of 1935, Miss Peake taught classes in the shearers' dining room at nearby Padthaway Homestead. Later in the year, Mrs Lawson opened the new school.

That original building was demolished when the grounds were extended and the current main school building was opened in 1973.

Facilities and communication advancements continue to develop to provide the best possible support for students' growth and learning.

## SCHOOL INFORMATION

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**Address:**

67 Vogelsang Rd  
Padthaway SA 5271

**Postal:**

PO  
Padthaway SA 5271

**Phone:** 8765 5028

**Fax:** 8765 5109

**Email:** [dl.0593\\_info@schools.sa.edu.au](mailto:dl.0593_info@schools.sa.edu.au)

# SCHOOL STAFF

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## PRINCIPAL

Olivia English

## TEACHERS

Libby Thornton	0.6	Preschool
Corinne Brookes	1.0	R/1/2
Pam Steer	1.0	3/4
Ebony Capurso	1.0	5/6/7
Ceri Edwards	0.6	NIT

## SUPPORT STAFF

Kirilie Turner	Finance and Administration Officer
Byron Edwards	School Services Officer
Sandi Key	School Services Officer
Tammy Mathews	School Services Officer
Stephen Edwards	Pastoral Support Worker
Troy Mathews	Groundsperson

## PARENT PARTICIPATION

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Parents perform an essential role in the running of the school. Parents are welcome to participate in any aspect, from decision making to volunteer support. Various working bees, fundraising and social events are organised throughout the year. Parents and staff representatives manage these.

To maintain continuity of learning, parent involvement in classroom activities needs to be negotiated with the classroom teacher and arranged around what works best for the students in the class. Parent support is highly valued, adding significantly to the progress of learners.

Workshops are held to address particular needs expressed by staff and parents to support the curriculum. Some examples are Volunteer Training and training in the areas of social skills, curriculum areas and a Learning Assistance Program (LAP).

Specific skills volunteered by parents are an important aspect of Padthaway Primary School being part of the wider community. Any skill can be incorporated into student learning, enhancing their understanding of the world around them. Please contact the School if you feel you have a skill that will help students expand their knowledge of the world around them or provide them with an experience to broaden their understanding.

Parents are encouraged to discuss appropriate issues openly by attending workshops, attending Parent Committee or Governing Council meetings or by contacting the staff at school.

## PARENT PARTICIPATION – VOLUNTEERS

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The Principal has a role in balancing the rights of volunteers and the welfare of students. Staff and students appreciate and enjoy widespread support from volunteers. Additional programs to assist learning, activities such as sport, excursions and Tuck Day services are reliant on the generosity of volunteers. Given the diversity of volunteers at Padthaway, procedures for appropriate volunteer management practices have been developed.

**All school volunteers must undertake a Criminal History Screening process.** The screening check lasts for 3 years. This can be done through the Front Office.

The Administrative Guidelines under which we operate states that where volunteers work directly with students '*...the Principal or supervising teacher is under a duty of care to ensure that the Volunteer possesses the necessary skills and is not a potential threat to the health, safety and welfare of students*'.

For volunteers with young children who are not yet school age, the duty of care for these children lies with the volunteer. They will not be able to be left in classrooms as the teachers do not have duty of care for them.

A brief induction process led by the Principal (or designate) will be undertaken prior to commencement of a new volunteer's role.



## **PARENT PARTICIPATION – GOVERNING COUNCIL**

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The Governing Council, with six sub-committees, involves the school community in the governance of the school to strengthen and support public education in the community. The Governing Council has joint responsibility with the Principal for the involvement of the school community by providing a focus and a forum for the involvement of parents and the school community, ascertain the educational needs of the local community, determine the attitudes of the community to educational developments within the school and ensure that the cultural and social diversity of the community is considered and needs identified.

Governing Council is composed of elected representatives from parents and a staff nominee. Nominations and elections for Governing Councillors are held early each year. Each Governing Council member acts as a representative to the community. The representative can be contacted if you have any queries or concerns. You will be advised of your Governing Council representative at the start of the school year or shortly after enrolling.

Governing Council endeavours to create and maintain an effective way to make initial contact with families for purposes of informing, sharing and to raise issues. Through Governing Council, parents have a direct opportunity to become involved in the decision-making processes of the school.

## **PARENT PARTICIPATION – COMMITTEE**

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The Parent Committee meets each term. Dates are advised in the newsletter. This group is a sub-committee of Governing Council, having an elected coordinator who is the representative on Governing Council.

The Parent Committee works to support the parents and community volunteers involved with Padthaway Primary School. The Parent Committee works to improve the opportunities for student learning in conjunction with the Principal and works to support events such as Tuck Day and Sports Day.

Support of the Parent Committee ensures programs such as Tuck Day can run for the students. Without parent support, it is not possible to continue Tuck Day and other events.

If you are interested in being on the Parent Committee, please contact the School on 8765 5028.

## SCHOOL STRUCTURE AND ORGANISATION

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Padthaway Primary School aims to provide a caring and supportive atmosphere in which children are encouraged to grow and develop to their full potential.

### Preschool

Attending preschool provides children with opportunities to grow and develop in all areas of development – intellectual, physical, language, social and emotional. Children are viewed as competent and capable learners. We acknowledge parents/carers as children's first educators and aim to build on children's previously acquired skills and knowledge. We provide engaging play-based learning experiences along with intentional teaching times. We aim for children to become self-motivated with and take ownership of their own learning. The preschool works closely with the R/1 Class to share learning experiences and to assist with transition into school life.

Children are entitled to access 15 hours of preschool each week. Children attend 18 hours per week in odd weeks of the term (Tuesday, Thursday, Friday morning) and 12 hours per week in even weeks (Tuesday, Thursday). Preschool hours are 8:30 am to 3:30 pm.

### R/1/2 Class

In the R/1/2 class, the process of developing motivated, respectful and responsible individuals continues. The play-based approach to learning allows the teacher to meet the needs of each student in a flexible and holistic way, while still meeting the curriculum standards for each year level. Students are viewed as capable and life-long learners. They are expected to take an active role in each learning opportunity and develop ownership of their learning needs and choices. Students use a variety of hands-on resources and play-based experiences to apply their understanding, extend their thinking and engage with the Australian Curriculum throughout the year.

In R/1/2 we recognise that students are unique learners, with different sets of needs and in turn their progress is supported individually, in collaboration with parents. Throughout the year, students learn to follow routines which best support their individual needs as well as the needs of the classroom community.



## 3/4 Class

Our aim in the Middle Primary class is for all students to work towards achieving their personal best- academically, physically and emotionally. Learning to work independently and to problem solve are very important skills to develop in Middle Primary, which are also life skills. Fostering a thirst for knowledge and a positive willingness to have a go are encouraged. Hands-on activities, individually, with a partner or a small group, make the learning more meaningful and engaging for the students. During class meetings students have the opportunity to voice their opinions and ideas to improve our classroom and school.

## 5/6/7 Class

Our aim in the Upper Primary class is developing students who can work independently, use their initiative and demonstrate leadership skills. Strong expectations are placed on students to take responsibility for their learning, challenge themselves and strive for excellence.

As a student-centred classroom, children are provided with many opportunities to pursue topics of interest and offered choice about how to best present their understanding and skills. Critical thinking and democratic skills are fostered through regular class meetings and discussions. The Upper Primary Class works with the JP Class to develop their leadership skills, whilst engaging in activities which teach the School Values.

## NIT

Non Instruction Time (NIT) is the time during school hours allocated to teaching staff to enable them to undertake preparation of lessons, assessment of student work, report writing and curriculum development. Full time teachers are entitled to 250 minutes of NIT a week. Providing students with multiple teachers exposes students to different methodologies and perspectives and prepares them for their learning journey throughout school.

## ADMISSION PROCEDURES

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Children can enter school at Foundation level when they are five or if they turn five before the 1st May of that year. In DECD, compulsory schooling for students is not required until they are six years old and ends when children turn 16 years of age.

This School, via the Preschool, also offers a Pre-Entry facility where the focus is on providing a foundation for a close and continuing relationship between home and school.

In 2018, the Preschool will be offering an Associated Programme for 3 year olds. This programme will run on Tuesdays or Thursdays for 3 hour sessions for a cost of \$10 per term. The Programme is subject to change depending on student numbers. For more information, please contact the Preschool Teacher.

Intakes to preschool sessions in the Preschool or to School need to enrol at the Front Office. No further enrolment is necessary when children begin in Reception.

# SCHOOL HOURS

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8:50 am – 3:30 pm Monday to Friday

## Reception to Year 7

8:30 am	Buses arrive
8:50 am	Classes begin
10:50 am	Recess break
11:10 am	Classes recommence
12:50 pm	Eating time in classrooms
1:00 pm	Lunch play period
1:40 pm	Classes recommence
3:30 pm	Dismissal bell
3:35 pm	School buses depart

## Preschool

Odd Weeks of Term:

8:30 am – 3:30 pm Tuesday and Thursday

8:30 am – 12:00 noon Friday

Even Weeks of Term:

8:30 am – 3:30 pm Tuesday and Thursday

## Playgroup

Even Weeks of Term:

9:00 am – 12:00 noon Friday

## ATTENDANCE AND PUNCTUALITY

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- It is important for high levels of achievement that students attend school regularly and punctually.
- It is expected that all students will be at school by 8:45 am each morning, so that they are prepared for classes to begin promptly at 8:50 am.
- Parents and caregivers are required to record reasons for student lateness in a Sign In book at the Front Office counter. Similarly students are expected to be punctual for all classes and commitments during the day.
- If a student is absent, parents are asked to make a written entry in the message/diary book or to write a short note stating the reason for the absence on their child's return. Parents are welcome to phone in absences. Please do not contact staff via text message on their personal phones.
- Unexplained absences are recorded. We are required to report lateness and also all non-attendances to the Department of Children's Development (DECD).
- Approval is necessary for students taking special leave from school – for family holidays for instance. Written requests for exemption are forwarded from parents to be signed by the Principal and then forwarded to DECD for approval. This process requires sufficient notice to avoid exemption approval delays.



## LEAVING SCHOOL GROUNDS

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Children are permitted to visit the doctor, dentist or other practitioners during school hours when a written note is received from a parent. Teachers are not responsible for reminding children of appointment times.

Parents will need to come in and collect children for all appointments. When leaving the school, the parent or guardian will need to sign the child out at the Front Office.

Prescribed medications may only be taken at school when in their original container, with the child's name and dosage clearly labelled by a pharmacist, accompanied by a medication plan signed by the child's doctor or pharmacist. Medication forms are available from the Front Office. We suggest you take one with you when visiting the doctor.

## SUPERVISION OF STUDENTS

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The School provides duty of care to students from 8:30 am to 3:45 pm Monday to Friday. Any students on site prior to, or after this time, require care by a parent or guardian.

Supervision of children in the playground is provided by school staff from 8:30 am, during recess and lunch breaks, and after school between 3:30 pm and 3:45 pm each school day.

It is important that parents understand that the staff cannot be held accountable for the safety and actions of students, whether they be on or away from the school premises, outside of the above times or conditions.

When children are dismissed early, teacher supervision will cease fifteen minutes after dismissal time.

For students in Preschool, the teacher has duty of care from 8:30 am. If your child arrives before this, and is not a bus student, they will need to be supervised by a parent or guardian.

## CONTACTING STAFF

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During the school day, phone calls to staff are to be made where possible during recess, lunch, before or after school as at other times staff are committed to preparation and teaching. A time may need to be made to ensure the conversation can be given the appropriate focus and time.

The Front Office can arrange times for interviews with staff when required. Alternatively, arrangements can be agreed via student communication books.

Please do not contact staff via text or phone to their personal phones.

Money for any school purpose, eg excursions, is to be paid to the Front Office in school operating hours.

## CARE OF PROPERTY

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All personal property must be named and managing belongings is the responsibility of each student. However, staff will make every effort to find clearly labelled articles if promptly advised. Unclaimed lost property will be given to charitable organisations after efforts to find owners have been expended.

When students bring in personal belongings from home they do so at their own risk and have full responsibility for these belongings at school.

Students are not allowed to bring electronic devices to school.

Students are expected to treat the buildings, furniture and other people's property with respect. Where property is damaged, students responsible are held accountable.

In line with other government regulations, students who wilfully or carelessly damage school property **WILL BE REQUIRED TO MEET THE COST OF REPAIRS.**

## FINANCE

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The school's Finance Officer is Kirilie Turner who is available from 8:30 am – 4:00 pm Monday to Friday for any school finance queries.

**The school banking details for any school payments are:**

**Account Name:** Padthaway Primary School Council Inc

**BSB:** 105-043

**Account Number:** 0491 84440

The School has various payment options including EFTPOS (at the Front Office or via telephone), direct payment (using the banking details above) or you are welcome to discuss a payment plan.

School Card forms are available if you think you may be eligible. Please consider the many payment options available to you.

School Banking is also available.

Please do not hesitate to contact Kirilie at the Front Office.

## CURRICULUM

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The teaching program is framed within the **Australian Curriculum Framework**, with a balance being achieved among academic, creative, social and physical pursuits.

In addition, the School takes the responsibility to provide equality of opportunity for all learners, with fair and reasonable accommodations made for individual learning needs, very seriously.

At school, knowledge and concepts are developed and skills and understandings enhanced. Positive, constructive and balanced attitudes to life are also fostered. During their years at Padthaway School, all students will be equipped with a range of knowledge, thinking and processing skills, attitudes and understandings that will prepare them for effective participation in Australian society.

At Preschool, students learn using the **Early Years Learning Framework**. This framework is an important resource and encompasses all the interactions, experiences, routines and events that occur in the preschool environment. The preschool environment is designed to foster children's learning and development through questioning, inquiry, investigation, planning, acting and reflecting.

# CURRICULUM - ASSESSMENT AND REPORTING

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## SCHOOL

Padthaway Student Reports are based on the requirements of the Australian Curriculum Framework, which outlines the curriculum taught in schools. The Framework establishes learning outcomes in each of the eight learning areas. It sets standards of achievement to indicate progress from the Early Years to Year 12.

Standards in the curriculum are linear and provide a checkpoint when assessing learners' progress and reporting this progress to parents. Normal progress means that a student will achieve the standard at every year of their schooling.

Student Reports are sent home in Terms 2 and 4. The School holds Parent Teacher Interviews at the end of Term 1 and a Parent Information Night is held at the beginning of the year.

## PRESCHOOL

The Early Years Learning Framework for Australia is used as a planning tool for children aged 0-5. The DECD Literacy and Numeracy Indicators guide programming in these areas for preschool children.

A record of individual children's learning is contained in their personal portfolios. Individual learning plans, learning stories, a collection of work samples, photographs, and literacy and numeracy quilts are used to record children's achievements. Daily individual observations are also completed for each preschool child. Floor books are used to record group learning. In addition to this literacy and numeracy data is collected twice a year through the use of the DECD Literacy and Numeracy Indicators.

# CURRICULUM – OVERVIEW TO THE LEARNING AREAS

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## The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum – Dance, Drama, Media, Music and Visual Art, provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

## English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution.

## Health and PE

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## Languages

Through learning languages, students acquire communication skills in the language being learnt, an intercultural capability, an understanding of the role of language and culture in communication and a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the World and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

At Padthaway Primary School, students study Indonesian via Open Access College.

## Technology

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

The Australian Curriculum: Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

## Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.



## Mathematics

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## HASS – History, Geography, Civics and Citizenship, Economics and Business

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

# CO-CURRICULA / EXTRA CURRICULA ACTIVITIES

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## ASSEMBLIES

Assemblies of children and staff are an important part of the life of Padthaway School. Assemblies are held at the end of each term and parents are very welcome to attend. Times and dates for assemblies will be notified through the newsletter and the School Facebook page.

The emphasis on these assemblies is on students sharing and performing for each other and to celebrate student learning. Refining their presentation skills and building confidence when talking to a larger audience are important extensions of the Language and Expressive Arts programs. Equally important for the other students is learning what it means to be an audience and to know how to respond as part of an audience.

## CHOIR

Students from Year 5-7 can participate in the School Choir, which practises for one hour each week. The Choir participates in the Primary School Festival of Music. The main performances are in Adelaide in September and Mt Gambier in October and at the end of year School Concert. In 2018 the Choir is trained by Olivia English.

## CAMPS AND EXCURSIONS

During the course of the year, children will be involved in a range of planned activities that will take them out of the school, eg sporting meetings, excursions, camps, concerts and exchanges with other schools. In each case, parents will be notified of the details in advance of the event. Since all of these activities are part of the school program, we encourage your child's full participation.

At the beginning of each year, all parents receive an Emergency Contact and Consent form to sign and return to the school. Action/care plans pertaining to your child's health and any necessary medication authority forms are available. The Emergency Contact and Consent form is kept on file and gives permission for your child to be involved in the school's program of planned activities within the immediate surrounds of the school – eg township and Conservation Park opposite the school.

Prior to events held further away from the school, all parents will receive a notice informing them of the specific details of that event and seeking their consent. Excursions are an integral part of the curriculum and students are expected to attend. Where students are on display as a group representing the school, it is essential uniforms are worn. Written consent forms from parents are required before students on excursions.

## HOUSE ACTIVITIES

The School has a two house system – **Blue** and **Yellow**. All children are placed in one of these houses when they first enrol. Families are placed in the same house and approximately the same number of students in each house. The Athletics Day in Term 4 is a House competition.

## INTERSCHOOL SPORT

This school participates in sports activities with Mundulla and Frances Primary Schools. From time to time sporting links are made with other schools.

The school is affiliated with SAPSASA and students compete at district level for various sports.

After school sport is not run by the school. However, if you are interested in your child participating in organised sporting events, please contact the School and we can inform you what is available.

## INTERSCHOOL VISITS

Contact with other children and other schools is considered an important factor in the education of our children. Some sporting and arts performances are shared with other schools. You will be informed of these via a letter and in the fortnightly newsletter.

## RESOURCE BASED LEARNING

Padthaway School has an extensive Library of books and computers with Internet access. We aim to develop information retrieval and research skills in all students. This involves a capacity to recognise a need for information, to know how and where to find it from a range of sources and how to select using key words, then to use and

share findings with others. We have substantial book and multi-media holdings and databases, where children can access information quickly and easily.

## BUS INFORMATION

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- Timetables are issued to all families early in the year and when routes alter.
- Necessary changes to the usual operating times for a bus (eg early dismissal) will be advertised by special note or in the school newsletter.
- Parents should inform the School via a written note or phone call of any changes in student bus travel.
- Students are not allowed electronic devices on the bus.
- **Bus drivers have authority over discipline** whilst the buses are on their normal route. In line with the School Behaviour Policy, **persistent misbehaviour may lead to suspension from bus travel**. Students will receive up to 3 warnings and families will be advised of these.
- Safety:
  - a) Buses carry fire extinguishers and First Aid kits.
  - b) Emergency exit windows are at the rear of the buses or where marked.
  - c) The buses are serviced every month and major inspections take place. In addition, School Bus examiners carry out detailed inspections twice yearly.
- Extension of existing routes:
  - a) Each application for an extension to a bus route is handled by the Transport Section of DECD but must be forwarded through the Principal to the Governing Council for ratification.
  - b) Factors affecting decisions are as follows:
    - i) distance of homes from existing bus routes
    - ii) number of children involved
    - iii) nature of road
    - iv) effect on present times
    - v) cost of extension
    - vi) age of children involved.

## GROUNDS AND FACILITIES

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A number of sporting bodies and community organisations have permission to use the school grounds. We welcome community use of our facilities where practical.

Requests by organisations for the use of the school facilities should be made to the Principal.

Vandalism will not be tolerated. Damage to school property caused by vandals is notified to the local Police.

A Facilities Committee that is a subcommittee of Governing Council manages the maintenance of grounds.

## HEALTH SERVICES

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### Child and Family Health Service (CAFHS)

Medical checks by a CAFHS nurse are conducted for all 4-year-old children who attend sessions in the Preschool. The Community nurse makes appointments that are convened at the school. This information is communicated to you through the Preschool teacher.

### Dental Clinic

There is a School Dental Clinic at Naracoorte Primary School, staffed by a dental therapist and nurses. Flyers are sent home when enrolling. If you wish your child to attend the Keith or Bordertown Clinic, please let the Principal know. Appointments are made in advance, reminder notes are given and parents may attend.

## HOMWORK

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This is an integral part of the educational program of the school.

Padthaway Primary School staff enforce that the best form of homework is reading with your child each night. This not only develops students' reading skills but broadens their understanding of the world around them.

A guide to the amount of homework is:

Reception/Year 1	regular time with books – reading or sight words
Year 2/3	regular reading and set homework up to 20 minutes
Year 4/5/6/7	regular set work of no more than 30 minutes.

Sensible study habits are very important and homework needs to be done, where possible, in a quiet, well-lit room.

## INFECTIOUS DISEASES

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**Please notify the School** and observe the recommended minimum periods of exclusion from school and preschool for cases of, and contact with, infectious diseases, based on guidelines issued by the [National Health and Medical Research Council](#) in December 2005 and the 10<sup>th</sup> edition of the [Australian Immunisation Handbook, 2013](#) while following the information from your doctor.

Chickenpox	Exclude until all blisters have dried (usually 5 days).
Diarrhoea	Exclude until no diarrhoea for 24 hours.
Measles	Exclude until 4 days after the onset of the rash.
Mumps	Exclude for 5 days after onset of swelling.
Rubella (German Measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash.
Whooping cough	Exclude until 5 days after starting antibiotic treatment, or for 21 days from the start of any cough.

### Common local diseases affecting skin, hair and eyes:

Conjunctivitis	Exclude until discharge from eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis).
Hand, foot and mouth disease	Exclude until all blisters are dry.
Head lice	Exclude until appropriate treatment has commenced.
Ringworm/tinea	Exclude until the day after appropriate treatment has commenced.
School sores (impetigo)	Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing.



## HEAD LICE

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The South Australian Health Commission recommends that hair be checked **every week** for head lice. This is a parent's responsibility.

Once detected, treatment is essential. Children may return to school once a recommended effective treatment has been carried out. If parents have any concerns regarding these or any other infectious diseases, please contact us at School.

## INFORMATION PRIVACY STATEMENT

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This statement has been developed to meet the Department's legal obligation to inform Parents/Guardians of our commitment in supporting and maintaining the confidentiality of student personal and health information provided on the Student Enrolment Form.

## LUNCH ORDERS AND TUCK DAY

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In line with DECD policy the School supplies healthy eating choices. Children may buy lunches from the Padthaway Deli on Thursdays. Price lists are circulated at the beginning of the year and when changes occur. Orders must be made by 9:00 am with orders being handed in to the Front Office, or ordered directly to the Padthaway General Store.

The Parent Committee organises Tuck Day each Tuesday. On Tuck Day, parents organise the lunches and sell items for the children at a reasonable cost. Rosters and prices are circulated once each term. Tammy Mathews and Kirilie Turner are the coordinators for 2018. A Tuck Day list and roster will be distributed each term.

To support Tuck Day, please contact the School. Without parent support, Tuck Day cannot continue and students miss out on the experience.

## NEWSLETTER

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The school newsletter contains current information about all aspects of the School and its program and is printed every second week (even weeks). Not for Profit community groups may use the newsletter to advertise local functions. All items should be submitted by Monday afternoon of each newsletter week.

## SCHOOL COMMUNICATION BOOK

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All classes have a school message book. This is a valuable means of communication between the School and home.

Parents may use the message book to:

- communicate with teachers on all school matters such as illness, absences and requests for help to students.
- see that homework is done thoroughly.

Children use their message books to:

- record homework set and reminders.

Teachers use the message book to:

- communicate with parents and to see that adequate homework is being done.

## TRAVEL ALLOWANCE

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Education regulations provide for the payment of an allowance to parents for conveying Primary and Secondary students to school or school bus pick-up points greater than 5 kilometres.

Information concerning this is available from the Front Office.

## UNIFORM

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Students are expected to wear the school uniform. The cooperation of parents is strongly urged. All uniform needs to be clearly labelled. School uniform can be purchased from the Front Office.

The suggested school uniform for Padthaway Primary School consists of:

- School polo shirt with emblem
- Navy pants, shorts, skirt
- Navy and white check dress
- School jumper with emblem
- Closed in shoes/sandshoes with socks
- Hat – blue Legionnaire, broad brim, or navy bucket style

Hats are required to be worn in Terms 1 and 4.

## TERM DATES 2018

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Term 1	January 29 <sup>th</sup> – April 13 <sup>th</sup>
Term 2	April 30 <sup>th</sup> – July 6 <sup>th</sup>
Term 3	July 23 <sup>rd</sup> – September 28 <sup>th</sup>
Term 4	October 15 <sup>th</sup> – December 14 <sup>th</sup>

## CODE OF CONDUCT – PARENT RESPONSIBILITIES

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A copy of the School's Code of Conduct is included for parents, students and staff. This outlines the processes we use to develop positive attitudes and behaviours for all in the School community. Essentially, demonstrating work confidence, care, respect and the ability to get along with others, is the cornerstone to our conduct.

**Parent Responsibilities** in supporting students:

- Keep us informed about any concerns with regard to your child.
- Encourage your children to be accountable and fair – to see the bigger picture.
- Encourage your children to face the consequences of their behaviour.
- Don't rescue your children by absolving them of responsibility for their mistakes.
- Assure your children that mistakes are a necessary part of learning and growth.
- Support us to support them – attend planning meetings where we work through issues to assist your children to make better choices.

# CODE OF CONDUCT – STUDENT RESPONSIBILITIES

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At our school we believe:

- Students and staff have the right to be in a safe, caring and successful learning and teaching environment.
- All people have a responsibility to ensure everybody's right to:
  - ⇒ be safe
  - ⇒ learn
  - ⇒ be treated with respect and care.
- Our code of behaviour is a partnership between students, staff and parents/caregivers.
- Every individual is responsible for his or her own thinking and behaviours.

**Our Code of Conduct for the classroom, yard and bus focuses on:**

## **TREATMENT OF PEOPLE**

All people in our School community have the right to be treated fairly; with respect and care being a guide to the way we do things.

## **SAFETY AND MOVEMENT**

We will take care when using all equipment, to keep ourselves and others safe. Indoors and outside, we will move in a safe way.

## **COMMUNICATION**

We will speak with others using a respectful tone of voice and appropriate language. Everyone has the right to express their opinion and we need to listen to each other, and then think about what we hear.

## **CONFLICT RESOLUTION**

We will resolve our problems in a calm manner and if needed, we will ask for help from an adult.

## **LEARNING**

We all have the right to learn in a safe environment and will come to school aiming to do our best. We respect that teachers have a right to teach and we all have a responsibility to learn.

## **INFORMING PARENTS ABOUT INAPPROPRIATE BEHAVIOUR AT SCHOOL**

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Each Class will negotiate their own set of expectations using whole School agreed principles. These will be set in consultation with the students and will be based on the stepped Behaviour Management process. A general outline has been provided for your understanding. For further clarification, please speak to the classroom teacher as these steps may differ depending on student age or class maturity.

Parents are contacted about behaviour via the communication booklets or phone, depending on the severity of the incident. Each family is different in the information they require from the teacher in regards to their child's behaviour. Communicating your requirements to the classroom teacher prior to any issues or concerns ensures a clear process to follow for the student, staff and parents. If you have any concerns about your child's behaviour, please contact the classroom teacher or Principal to discuss your concerns.

## CONSEQUENCES OF INAPPROPRIATE CLASSROOM BEHAVIOUR

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- Step 1:** A reminder to the student about expectations from teacher is issued and a direction is given as to what needs to be done by the student.
- Step 2:** A warning about expectations from teacher is issued and a direction is given as to what needs to be done by the student.
- Step 3:** A classroom based time-out is given to student to give the student time to rethink their choice before returning to the class. Parents may be contacted by the classroom teacher.
- Step 4:** "Can I See You?" A discussion is held with the teacher during the student's own time and basic contracting/counselling steps can be taken – talking with the student about their behaviour and explaining how their choices are causing the problem. Simple contracts may be arranged. Parents are contacted by the classroom teacher.
- Step 5:** Exit Procedure and referral to Principal where the student will have their choices discussed with them, and School expectations restated. This will be followed up by a phone call home by the student to a parent to explain why they are out of class. Re-entry contract is then completed by student before they return to the classroom.

### Steps may be bypassed in extreme cases such as:

Physical violence, vandalism, harassment, verbal abuse (including swearing), stealing, or ongoing non-compliance or other disruptive behaviour that prevents other students from learning and teachers from teaching will result in a bypass of steps. Internal or home based suspension will be determined and a student's return to class will be negotiated. Principal will discuss what help the child needs to change their behaviour.

**TAKE HOME** is an emergency option the School will use if a child is unwilling or unable to comply with the Behaviour Code.

## CONSEQUENCES OF INAPPROPRIATE YARD BEHAVIOUR

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- Most unacceptable yard behaviours will result in consequences that are immediately applied, eg talk through the issue, interim play restrictions, sitting out.
- If students choose to exhibit any behaviours that could lead to legal action then the following process will be implemented:
  - ⇒ 1<sup>st</sup> time: Sit-out in specified area for an allocated time.
  - ⇒ 2<sup>nd</sup> time: as above, meet with Principal to discuss behaviour, parents informed.
  - ⇒ 3<sup>rd</sup> time: as above, child withdrawn from play and individual program negotiated, parents contacted by the School.

## CONSEQUENCES OF INAPPROPRIATE BUS BEHAVIOUR

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- Warning from the bus driver.
- The bus will be stopped for the child to move to the front of the bus where they will sit for the remainder of the trip. School notified and further action may be taken, eg sit-out, written apology.
- Behaving inappropriately for a second time in the same week will result in parents being notified by the School and child suspended from the bus for 1 day (2 trips).
- Subsequent inappropriate/unsafe behaviour will lead to further suspension from bus travel.
- Where irresponsible behaviour is ongoing or severe the Behaviour Management Consultant may be contacted. The School will follow the DECD Suspension, Exclusion and Expulsion guidelines in our process.



## CONDUCT – GRIEVANCE PROCEDURES

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We support the right of any member of the School community who believes our School Behaviour Code is not being supported or followed appropriately, to have their grievance addressed.

It is important to:

- Keep grievances confidential.
- If you are unsure about an issue your child has raised, contact the School, bearing in mind that you may only have some of the information relevant to the incident.

### STUDENTS

- Speak to the staff member with whom the grievance was initially raised.
- If the problem is not resolved you should speak to another staff member, the Principal, Student Representative Council or a trusted Parent/Caregiver.

### PARENTS/CAREGIVERS

- Arrange a time to speak to the teacher.
- If a problem is not resolved you should arrange a time to speak to the Principal.
- If still dissatisfied and an appropriate time has passed, approach the Education Director.

### STAFF

- Arrange a time to speak to the person concerned.
- If problem persists speak to the Principal, Equal Opportunity Representative and ask for support in addressing the grievance.
- If problem has not been resolved approach the Education Director.

Students, parents/caregivers and staff have the right to have an advocate with them when discussing grievances.

# CONDUCT – BUS BEHAVIOUR

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## Reminders for all students travelling on the School Bus:

1. Follow all directions given by the driver.
2. All students are to be seated and wearing seatbelts, when the bus is moving.
3. After getting off the bus, wait for the bus to move away before going to meet parents or to cross the road.
4. Always walk behind the bus to board it.
5. Except when getting out of the bus, keep all parts of the body inside the bus.
6. Inform the bus driver of extra items (such as sports bags) prior to the student bringing them on the bus.
7. Talk quietly when on the bus.
8. Put all rubbish in the bin.
9. If there are any changes to regular travel arrangements, contact the School *and* bus driver.
10. When internal lights are switched on, silence is to be observed.
11. Set seats will be allocated on the bus.
12. The bus will stop if behaviour is unacceptable (this is a driver safety measure) and this will be reported to the Principal.
13. No physical violence will be accepted on the bus.

## SCHOOL RESPONSE TO BEHAVIOUR ON BUS:

- Reminder to student.
- Warning to student. Parents or carers will be contacted at this stage.
- Planning, and visit the Principal
  - child/children will have a formal meeting with the Principal
  - children may receive a 'community service' order (eg sweep out the bus)
  - children make an acceptable plan for bus behaviour.
- Students removed from bus travel.

## SCHOOL RESPONSE TO PHYSICAL VIOLENCE OR INAPPROPRIATE LANGUAGE ON BUS:

- Parents/carers will be contacted.
- Child/children will be removed from travelling on the bus for an amount of time. This time will be discussed with parents/carers.
- Further rule breaking may lead to children being suspended from bus travel for longer periods.

## CONDUCT – ACKNOWLEDGEMENT OF RESPONSIBLE BEHAVIOUR

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We believe that the recognition and encouragement of responsible behaviour is the most effective way to develop positive behaviour in all students. In our school we acknowledge responsible behaviour through such things as:

- Positive feedback
- Stamps and stickers
- Merit certificates
- Negotiating choices and privileges
- School Notice Board and Assemblies
- Recognition from other teachers and classes
- Verbal and written encouragement
- Principal's weekly awards.

## CONDUCT – SCHOOL CONTACTS

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### YOUR CHILD'S TEACHER:

Libby Thornton	Preschool
Corinne Brookes	R/1/2
Pam Steer	3/4
Ebony Capurso	5/6/7
Olivia English	4/5 Literacy and Numeracy Teacher
Ceri Edwards	Non-Instructional Teacher (NIT)

**PRINCIPAL:** Olivia English

**TELEPHONE:** 8765 5028