

2023

Be Respectful
Act Responsibly
Strive for Excellence

PADTHAWAY SCHOOL PARENT HANDBOOK



Government of South Australia
Department for Education



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FOREWORD

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

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

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

SCHOOL STAFF

PRINCIPAL

Corinne Mowat

TEACHERS

Liza Harrington	1.0	R- Year 3
Stephanie Depledge	1.0	Years 4-6
Rebekah Duell	0.5	Years 3/4 Literacy & Numeracy
Bec Catt	0.4	NIT – Arts & ICT
Tanya Johnson- McCulloch	0.2	NIT - Indonesian & Autism Inclusion Teacher

SUPPORT STAFF

Vicki Heym	Finance and Administration Officer
Tammy Mathews	School Services Officer
Lissy Orton	School Services Officer
Lisa Graetz	Pastoral Support Worker
Jo Loft	Grounds Person

PARENT PARTICIPATION

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 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

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.

Before volunteers start working at a department service, school or preschool, they must:

- complete the [Working With Children's Check](#)
- complete the Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training
- complete the volunteer induction, including work health and safety

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

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 parents and the school community by providing a focus and a forum for their involvement, ascertaining the educational needs of the local community, determining the attitudes of the community to educational developments within the school and ensuring 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 during the Annual General Meeting (AGM). **The 2023 AGM will be on the 21st of February at 6:00pm.** 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.

A Working with Children Check and RRHAN-EC Training is required for all Governing Councillors. Please see the Front Office if you need assistance with this process.

PARENT PARTICIPATION – COMMITTEE

The Parent Committee is a sub-committee of Governing Council, having an elected representative on the 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 Athletics 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

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

Reception – Year 3 Class

In the Reception – Yr 3 Class, the process of developing motivated, respectful and responsible individuals continues. The exploration through play and design-based tasks 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 investigation-centred experiences to apply their understanding, extend their thinking and engage with the Australian Curriculum throughout the year.

In R-3 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.

Year 4-6 Class

Year 4-6 students have the opportunity to learn in a positive and dynamic learning environment. Through practical activities and student-led investigations across the curriculum areas, the students are encouraged to take ownership of their learning. The teacher fosters a sense of wonder through these activities and in turn motivates students to pursue learning in an independent way.

In the 4-6 Class, children are expected to meet high expectations. They are expected to show initiative and leadership in regards to their learning, challenge themselves, treat others with the upmost respect and strive to achieve excellence with all aspects of their schooling.

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.

Literacy/ Numeracy Hubs

To provide students with Literacy and Numeracy learning opportunities more closely focused to their year level curriculum and needs, the first half of each day will have the two regular classes (R-3 & 4-6) divided into 3 learning hubs. The 3 Literacy and Numeracy Hubs will be structured as R-2, 3/4 and 5/6. Once students have completed their hub learning, they will return to their 2 larger classes again for the second half of each day which will focus on the remaining subject areas.

ADMISSION PROCEDURES

This School, via the Preschool, offers a foundation for a close and continuing relationship between home and school. In DfE, compulsory schooling for students is not required until they are six years old and ends when children turn 16 years of age.

Intakes to the Preschool or School need to enrol at the Front Office.

SCHOOL HOURS

Reception – Year 6

8:50 am – 3:30 pm Monday to Friday

Preschool

8:50am – 3:30pm Tuesday and Thursday

8:50am – 11am Fridays

Preschool to Year 6

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

All families with small children up to the age of 5 are welcome to attend Playgroup. Playgroup children can participate in play-based learning opportunities, building physical, social, emotional and cognitive skills. Caregivers need to be present during the time their child attends Playgroup. **Playgroup** will be parent run by **Hannah Vogelsang** on **Wednesdays 9am-11am** during Term times.

ATTENDANCE AND PUNCTUALITY

- 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 system 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 write a short note stating the reason for the absence on their child's return. Parents are also welcome to phone in absences. Please **do not contact staff via text message on their personal phones or via email**, this avoids confusion when different staff are away from site and also respects staff members' personal boundaries. The only exception is that you can contact the principal directly via email.
- Unexplained absences are recorded. We are required to report lateness and also all non-attendances to the Department for Education (DfE) for further follow up.
- **Approval is necessary for students taking special leave from school – for instance family holidays. Written requests for exemption are forwarded from parents to be signed by the Principal and then forwarded to DfE for approval. This process requires sufficient notice to avoid exemption approval delays.**

LEAVING SCHOOL GROUNDS

Children are permitted to visit the doctor, dentist or other practitioners during school hours when a written note or phone call to the Front Office 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 **must** sign the child out at the Front Office.

MEDICATIONS

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 Authority Form signed by the child's doctor or pharmacist. Medication Authority forms are available from the Front Office. We suggest you take one with you when visiting the doctor.

SUPERVISION OF STUDENTS

The School provides duty of care to children from 8:30 am to 3:45 pm Monday to Friday. Any children 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 8:30am, 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.

CONTACTING STAFF

During the school day, phone calls to staff are to be made where possible during recess, lunch or before and 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. **Please do not contact staff via text, email or call to their personal phones.**

CARE OF PROPERTY

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. Any found items are surrendered to the Lost Property cupboard which is located in the Front Office. 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 unless they have an exemption from the principal for specific learning needs or tasks.

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

The school's Finance Officer is Vicki Heym who is **available from 8:30am – 4:00pm** Monday - Friday for any school finance queries. Money for any school purpose, eg excursions, is to be paid to the Front Office in school operating hours.

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.

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

CURRICULUM

The teaching program is framed within the **Australian Curriculum**, 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.

CURRICULUM - Assessment and Reporting

Padthaway student reports are based on the requirements of the Australian Curriculum, 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 Reception to Year 12.

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

Student report cards are sent home at the end of Terms 2 and 4. The School holds 3-Way Conferences at the end of Term 1 or beginning of Term 2 for the whole site as well as a Parent Information afternoon held at the beginning of the year. Teachers may also arrange to meet with parents at other times as needed, in order to discuss a child's needs, goals or progress.

CURRICULUM – OVERVIEW TO THE LEARNING AREAS

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.

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

ASSEMBLIES

Assemblies of children and staff are an important part of the life of Padthaway School. Assemblies are held at the end of Terms 1, 2 and 3. Parents and family members are very welcome to attend. Times and dates for assemblies will be notified through the newsletter.

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 4-6 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.

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 can go on excursions.

HOUSE ACTIVITIES

The School has a two house teams – **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. Each team will also earn points throughout the year for showing exemplary school values or their team work in house activities.

INTERSCHOOL SPORT

This School participates in an annual Combined Schools Sports Day 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, laptops and iPads 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

- 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.
- **All students at Padthaway Primary School must sign a Bus Behaviour form, even if students are not regularly on the bus. This is due to students utilising the bus for sport or other out of school activities.**
- **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 DfE 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

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

Child and Family Health Service (CAFHS)

Medical checks by a CAFHS nurse are conducted for all 4-year-old children who attend 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.

HOMework

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

Padthaway 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 time spent on homework a night:

- R-3: 20 minutes
- 4-6: 30 minutes

Homework can include the following:

- Reading
- Spelling words
- Number facts
- Times tables
- Unfinished work

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

INFECTIOUS DISEASES

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 10th 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

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 the conditions listed or any other infectious diseases, please contact us at school.

INFORMATION PRIVACY STATEMENT

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

In line with DfE policy the School supplies healthy eating choices.

Children may buy lunches from the Padthaway General Store 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.

Tuck Day is each Tuesday. On Tuck Day, parent volunteers organise the lunches and sell items for the children at a reasonable cost. Rosters and prices are circulated once each term. A Tuck Day list and roster is distributed each term and this is managed by the Parent Committee member of the Governing Council.

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

NEWSLETTER

The school newsletter contains current information about all aspects of the School and its program. This is distributed every three weeks (weeks 3, 6 & 9). 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 PLATFORMS

Most communication distributed by the school is through digital means. Each week the school communicates through emailing of notes, letters, permission slips etc. as well as using Facebook to share student learning, event updates and student reminders.

TRAVEL ALLOWANCE

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

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

The acceptable 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/ navy jumper with no detailing
- closed in shoes/sandshoes with socks
- hat – school bucket hat with emblem/ navy legionnaire, broad brim or bucket style.

Padthaway is a Sun Smart School. **Hats are required to be worn in Terms 1, 3 and 4.**

TERM DATES 2023

Term 1	January 30 th – April 14 th
Term 2	May 1 st – July 7 th
Term 3	July 24 th – September 29 th
Term 4	October 16 th – December 15 th

CODE OF CONDUCT – PARENT RESPONSIBILITIES

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

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

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 an Orange Slip 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

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 the 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 (Buddy Class) is given to student to give the student time to rethink their choice before returning to the class..

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 a problem for their learning or in a social situation. Other consequences such as sitting out of yard play or extra activities also apply. The teacher will use the Orange Slip to communicate with parents or contact via phone call depending on the behaviour.

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 Teacher or Principal supervised phone call to parents to explain why they are out of class. Other consequence will also apply such as loss of extra privileges, altered playground options, forms of community service (e.g. sweeping, wiping desks and tidying gardens) or extra supervision for certain tasks. Re-entry conversation is completed with the 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. In the applicable situations, 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.

CONDUCT - Consequences of Inappropriate Yard Behaviour

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

CONDUCT - Consequences of Inappropriate Bus Behaviour

- Warning
- 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 DfE Suspension, Exclusion and Expulsion guidelines in our process.

CONDUCT – GRIEVANCE PROCEDURES

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

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 UNACCEPTABLE 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

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 visit rewards
- House Points

CONDUCT – SCHOOL CONTACTS

YOUR CHILD'S TEACHER:

Liza Harrington	Reception - Year 3
Stephanie Depledge	Years 4-6
Rebekah Duell	Year 3/4 Literacy & Numeracy Hub
Bec Catt	NIT – Arts & ICT
Tanya Johnson- McCulloch	NIT - Indonesian & Autism Inclusion Teacher

PRINCIPAL: Corinne Mowat

TELEPHONE: 8765 5028