



PARENT HANDBOOK

At Glenelg Primary School we make a difference through learning partnerships.

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Welcome to our school.

We would like to take this opportunity of welcoming you to our school community. As a teaching and learning team we endeavour to ensure that you and your child find this learning environment stimulating and rewarding.

Glenelg Primary School is a friendly and caring school providing a quality service to families and an outstanding education for children. Our motto 'sailing ahead to success' supports our vision of children at Glenelg achieving to their potential. As children bring a variety of experiences and learning needs to school, we provide a wide range of challenging and flexible programmes enabling them to develop as knowledgeable, optimistic, creative and resilient learners.

We support a safe and inclusive environment and expect every student to uphold our values of respect, responsibility and fairness. **Respect** for self, for others, for property and environment. **Responsibility** for self, for others, for the school and for the community. **Fairness** is care, cooperation, equity and justice. A highly skilled and competent staff facilitate and support learning for our children.

Developing quality partnerships is an integral part of our school culture. We believe that we have a shared role with you in assisting your child to learn effectively and to develop a positive self-esteem. We invite you to be our partners in meeting the needs of your children, helping them to acquire skills for living within a happy, friendly and caring school environment. We value the knowledge that you have of your child/ren and will work with you to develop a broad understanding of your child's needs, hopes and aspirations.

Parents are welcome at any time. We appreciate your comments and participation in decision making within the school. We need and embrace your participation in our school community in whatever capacity you feel comfortable. We have an open door policy and encourage you to make regular contact with us. You are invited to contact teachers or senior staff at any time if you wish to discuss specific issues concerning any aspect of the school or your child's education.

We anticipate our students will face challenges or problems during their schooling and respond with confidence, to achieve a high degree of success. We look forward to a happy and purposeful association with your family at Glenelg Primary School.

Kind regards,
Glenelg Primary School staff



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Principal
Deputy Principal

Raelene Taggart
Anthony Fischer

1. INTRODUCTION

At Glenelg Primary School we are committed to fostering a community of independent learners in a supportive environment valuing all members. We strongly believe in promoting a challenging educational program that provides opportunities for critical debate and creative thinking.

Students at Glenelg Primary School are encouraged to accept responsibility for their behaviours and to value difference in a climate of mutual respect and acceptance - both within and outside the school setting.

We strongly promote success orientated learning environments with students taking on higher levels of participation through negotiation, responsibility and decision-making. Glenelg Primary School is united in providing the best possible educational environment for our students. This process is continuously evolving.

This School values the participation of all members of the school community which includes: Students, parents / carers, volunteers, staff, and leadership.

Our school values provide the basis for all we do at Glenelg Primary School:

- Respect
- Fairness
- Responsibility



1.1 SCHOOL AIM

We aim to create and maintain a school with a warm co-operative atmosphere where teachers, in co-operation with parents, are engaged in developing student's talents, skills and abilities to their fullest extent.

Glenelg Primary School provides quality learning for life, by working with children to confidently:

- Become life long learners with inquiring minds.
- Be able to work independently and collaboratively.
- Continue to develop technological skills.
- Set personal goals to achieve highest quality work across the curriculum.
- Live the school values (fairness, respect, responsibility).
- Develop life skills enabling flexibility and adaptability for the future.

We believe that each child will succeed through experiencing quality in:

- A stimulating and enriching learning environment.
- An enhancing program of extra curricula experiences.

- Relevant, varied and accessible learning resources.
- An ethos of support, challenge and encouragement to succeed.
- Positive learning partnerships between the school, home and community.
- Facilities which are safe, appropriate and innovative

Glenelg Primary School:

- Promotes an active and ongoing partnership with parents and the community.
- Maximises the use of neighbouring and nearby community resources
- Focuses on improving outcomes for all students.
- Is at the forefront of education with ongoing professional development of a highly dedicated and skilled staff.
- Is heavily involved in a number of innovative programs including Quality Teacher Program, Learning Technology Innovations program and Learning to Learn.
- Provides specialist support to ensure each student is catered for. Individual intelligences and preferred learning styles are recognised.
- An excellent Out of School Hours Care program caters for students R-7.
- Teaching areas are well equipped.
- Allows students substantial access to learning technologies with computers and multi-media fully integrated across all curriculum areas at all year levels.
- Provides a comprehensive curriculum.

Our Site Plan strongly emphasises:

- Literacy and numeracy skills
- Information communication technologies
- Science and
- Student health and well-being



1.2 CURRICULUM

The curriculum of our school is based on the Australian Curriculum.

Often we integrate subjects to ensure learning is meaningful, eg. children may develop in the language area whilst writing and reading about health topics. All children learn in the following curriculum areas:-

English - includes speaking and listening, reading, viewing and writing.

Mathematics - includes space, number, measurement, chance and data.

History and Social Sciences - includes studies of continuity and change, culture, space, resources, natural and social systems and investigation, communication and participation and history.

The Arts - includes Dance, Drama, Media, Music, and Visual Arts.

Languages other than English - includes study of the Japanese language and culture.

Health and Physical Education - includes human development and movement, physical activity and the community, people and food, health safety and human relations.

Technology - includes designing, making and appraising, examining information, materials and systems. The use of computers and the development of information technology skills is integrated in all eight areas of the curriculum.

Science - includes study of earth and beyond, energy and change, life and living, natural and processed materials and working scientifically.

1.3 A GLIMPSE OF THE HISTORY AND TRADITION

The original Glenelg Primary School was situated on the north eastern corner of High and Chapel Streets, Glenelg. In 1876 it became a government school. Both the stone and brick school, which was opened in 1881, and the double storey brick building opened in 1969 were built on the current site. The Diagonal Road building was opened in 1921. The headmaster's house is now used for the Out of School Hours Care and as the Canteen.

Glenelg Primary School has a proud history. Approximately 2000 people attended the centenary celebrations in 1981. A time capsule was sealed, during the ceremony and was opened in 2006, the 125th anniversary of the siting of the school on its current location.

1.4 SCHOOL INFORMATION

The school is located in the heart of the Glenelg Township, which is a popular tourist attraction of Adelaide. Housing and rental accommodation is readily available.



2. EARLY YEARS AT SCHOOL

2.1 TRANSITION TO SCHOOL

The start date for preschool and school children will be the first day of Term 1. If your child turns five before May 1, they will start **school** on the first day of Term One in that year. If your child turns five on or after May 1, they will start **school** on the first day of Term One the following year.

All children will have four terms of preschool and four terms of Reception.

Start date for children born in 2010

Birthday

1st May 2010 - 30th April 2011

1st May 2011 - 30th April 2012

1st May 2012 - 30th April 2013

1st May 2013 - 30th April 2014

Start School

Term 1 2016

Term 1 2017

Term 1 2018

Term 1 2019



In term 4 you will receive a letter inviting you to attend a series of transition visits. These take place in the second to last week of the term and the children come Monday - Thursday mornings for that week for varying lengths of time. They then go back to their pre-school setting for the last week of term and begin at school on the first day of the following term. During the first transition visit children are settled with a teacher and the parents meet with the Leadership Team for an information session.

The process of children moving from a kindergarten or childcare centre to Glenelg Primary School involves parents and staff working in partnership to ensure the child's best interests are served. The purpose of the transition process is for children to become familiar with the physical environment of the school, to meet other children, to experience a few recess times, to learn about the safe areas to play in etc. Where possible these visits take place with the teacher the children will be with when they start.

2.2 PREPARING YOUR PRE-SCHOOL CHILD FOR SCHOOL

Students need

- an art shirt to protect their clothing (available from the Uniform Shop)
- to have all their possessions clearly named so they can be returned promptly if lost. There is a "lost property" box near the front door to the school office.
- a book bag (available from the Uniform Shop)

Help your child to

- know his/her name, address and telephone number
- know the safest way to school. Give your child practice in crossing the road, the road safety, using marked crossings or lights
- speak clearly, listen to and follow simple directions.
- look after his/her own belongings, do up buttons, zips etc.
- accept other children and share playthings with them.

- develop independence and social confidence by leaving him/her for short periods with friends and relatives.
- toilet independently

- In the mornings encourage your child to
- put his/her bag on a hook or place in their locker
 - put his/her lunch box in the correct place.
 - give notes, etc to the teacher.
 - kiss and say goodbye to you without fuss.

After school :

- Encourage your child to tell you about the day's happenings.
- Be interested in the work he/she brings home and display it.
- Be positive in your comments about teachers and school.

If you have concerns, contact your child's teacher or a member of the leadership team so that the issue can be dealt with quickly.

Ask the teachers about specific ways that they would like you to help your child.

2.3 ENROLMENT

So that children can make a smooth start we ask parents to enrol their child/ren before "starting day". You can do this by phoning the school to make an appointment with a senior staff member. This initial meeting will provide an opportunity for you to pass on information about your child, for us to share details about our school and for your family to tour the school.

3. ROUTINE PROCEDURES

3.1 SCHOOL HOURS

8.30am	Children can enter the school grounds. Yard supervision begins. School office open to receive payments
8.45am	Children go to classes (organisational time)
8.55am	First lesson begins
10.00am	Healthy Food Break
10.55am - 11.25am	Recess
11.25-1.25pm	Class time
1.25-1.55pm	Lunch play
1.55-3.15	Class time
3.15pm	Dismissal



Children are supervised in the yard from 3.15-3.30pm.

Children not collected after this time need to report to the front office where assistance will be sought.

Note: Early dismissal on the last day of school at the end of each term is at 2.30pm.

3.2

Term Dates for 2016

Term 1	1/2/2016 to 15/4/2016
Term 2	2/5/2016 to 8/7/2016
Term 3	25/7/2016 to 30/9/2016
Term 4	17/10/2016 to 16/12/2016

Term Dates for 2017

Term 1	30/1/2017 to 13/4/2017
Term 2	1/5/2017 to 7/7/2017
Term 3	24/7/2017 to 29/9/2017
Term 4	16/10/2017 to 15/12/2017

3.3 ABSENTEEISM

All children need to be at school by 8.45 am. Children enter classrooms and have 10 min. to organise themselves for the day. The first lesson starts at 8.55 am. Teacher's mark their rolls at 8.55 am. Students arriving after this time are deemed to be late and need to report to the office to be recorded as such on the roll. The school is legally obliged to account for absences of every child.

If your child is sick or is going to be late, please ring the school on 8295 3943 between 8.30 and 9.00 am or you can send a note of explanation to the class teacher via another student.

If it is necessary to collect your child before the end of the day parents need to collect and sign them out on the form at the front office prior to collecting them.

3.4 BANKING

Each THURSDAY morning the Commonwealth Bank deposits are processed by the Parents and Friends Committee. The bank makes a donation to the school for this service. All children are encouraged to use this service. Application forms are available from the school office.

Students place their books in the appropriate collection bags in the classrooms and they are returned in the teacher's pigeonhole before recess time.

3.5 COLLECTION OF MONEY

All money is to be paid in at the Payment window at main entrance of main building. Please make sure that the money is in an envelope with child's name, room number, amount of money enclosed and purpose (eg school charges, lucky book, camps etc).

The envelope should have the corners of the flap sealed as money sometimes falls out of the gap. A receipt will be issued. Correct money is appreciated. **Please hand all moneys in between 8.30am and 9.30am.**



3.6 CAR PARKING AND COLLECTION OF CHILDREN

The car park on the school grounds is for staff only. Car parking for parents is available in the Glenelg Football Club car park, and on Williams Street. Parents must observe signs indicating parking restrictions in streets bordering the school. These car parking facilities are provided by Holdfast Council and as such, council fines can apply.

Diagonal Road is a bike zoned area.

Council parking inspectors do patrol.

Please use the school crossings for both your own and your child's safety.



TRAFFIC RESTRICTIONS

Please adhere to parking and speed restrictions around the school. The times when students are most at risk is when parents who are dropping off or collecting students ignore speed restrictions (25kph) around the school, double rank, and allow students to jump out of cars before it is safe to do so.

Do not park or stop in No Stopping Zones, or across school entrances. It is illegal to stop or park, even briefly in these No Stopping Zones. Please respect the local neighbours and their right to free access to their homes.

At particular times all facilities become very busy.

We urge parents to:-

- use common sense
- take extreme care to ensure the safety of children
- observe school signs and parking signs



Parents should make suitable arrangements for the safe collection of children after school.

3.7 TRAVEL TO SCHOOL BY BICYCLE

Children may ride their bikes to school and store them in the racks situated in Rotary Park. Bikes remain the responsibility of students.

Bike riders must dismount upon reaching all school grounds.

Skateboarding is not allowed in the school yard.

Bike riders and skateboarders are reminded that the wearing of *protective helmets is law*.



Parents are reminded of the Department of Road Safety recommendation that children under the age of nine should not ride bikes unaccompanied by an adult on main roads.

3.8 CHANGE OF ADDRESS AND TELEPHONE NUMBER

Please update this information if your situation changes.

School records need to be kept up to date in case of emergencies so we need to know if:

1. You change your address and telephone number or work contact phone number - proof of change of address is necessary (current gas/electricity bill with name of parent or guardian, lease agreement etc.)
2. You change your emergency contact numbers and work number.

3.9 HOT/WET WEATHER



Hot Weather

There is *NO* early dismissal hot weather policy as every class is air-conditioned. On days where the estimated temperature is 36 degrees or above, children will remain in classrooms for the lunch play period.

All students are expected to wear sun safe hats- broad brimmed, bucket or legionnaire style hats in Terms 1 and 4; this includes P.E. lessons and excursions. Students can bring their own sunscreen to school to apply before outdoor play. This is to be kept in their school bag.



Wet Weather

Before school, children are expected to wait under cover, until the wet weather bell rings. Wet weather routine is indicated by three short blasts of the siren. Teachers will then supervise children indoors.

Particular care is required when children are dismissed in wet weather. We urge all parents to note the parking areas

3.10 LOST PROPERTY

Lost property is kept in the grey cupboards in the western entrance of the 2 storey building. Parents and Friends regularly go through this and return all named articles. Unnamed items are displayed under the verandah areas towards the end of each term. A note with date and time is placed in the newsletter prior. Please make sure that ALL items of clothing and other possessions are clearly named, including lunchboxes, drink bottles etc., and they will be returned to your child immediately.

3.11 DRESS CODE

Governing Council supports the wearing of school uniform by all students at all times. It is expected that all children will wear the Glenelg Primary School colours of navy blue and gold. This enables staff to ensure the safety of students. The wearing of a school uniform promotes pride in our school, enhances our public image, reduces peer pressure, encourages appropriate clothing for school activities and promotes a sense of equal opportunity.

Students must wear a GPS approved hat for all outside activities between September and May. Students not wearing a hat will be asked to play in a solid shade area.



Please note; denim is not a part of the school uniform.

Suitable sturdy footwear, shoes, sandals or Sneakers, is required (thongs are not permitted).

Schoolbags are available for purchase. Items of our school uniform may be ordered at the Uniform Shop.

Listed below are some suggestions in accordance with our school dress code:

Trousers/cargo pants	navy blue
Shorts/cargo shorts	navy blue
Bike Pants	navy blue
Tracksuits	navy blue (no slogans)
Polo Shirts	navy blue and gold (plain, no slogans)
T-Shirts/shirts	navy blue and gold (plain, no slogans)
Jumpers/Windcheaters	navy blue (no slogans)
Year 7 windcheaters	navy blue
Skirts	navy blue and tartan
Dresses	navy checked dress
Hat	broad-brimmed, bucket or legionnaire style hat - navy blue

Students with long hair need to wear it tied back each day.



CLOTHING WHICH IS UNACCEPTABLE:

- * Midriff tops and tank tops
- * Ripped clothing (patches acceptable)
- * Mini skirts and brief shorts
- * Thongs, slippers and party shoes
- * Makeup and nail polish.
- * Necklaces, dangling earrings and chokers (unless for religious/special reasons after negotiation with Principals)
- * Caps & beanies
- * Blue and black jeans
- * Brightly coloured hair (that draws attention unnecessarily)
- * Black tops, jackets and pants

Non-compliance with the school's dress code will result in the following action:

- A warning will be passed on to the student by the teacher and/or senior staff member with an expectation that they be appropriately dressed the following day.
- Non-compliance the following day will be followed up with a note home and/or telephone conversation with parent by a senior staff member.
- Subsequent non-compliance will result in the child being dressed with temporarily borrowed clothing from the uniform shop.

Parents in financial hardship will need to meet with a senior staff member if they are unable to support the Dress Code Policy to discuss.

Please LABEL ALL ITEMS of clothing.



3.12 PURCHASING UNIFORMS

Uniform items are available through the uniform shop. The uniform shop is run by an SSO and volunteer helpers in the eastern end of the double storey brick building. The shop is open Wednesday 8.30am - 9.30am during school term and 2 mornings to be advised during January holidays. School uniforms, both new and recycled are available.

3.13 PRIVACY PRINCIPLES

Information Privacy Principles and Access to Personal Records Scheme enables you, the individual, to access personal information held by the school, upon request.

3.14 MATERIALS AND SERVICES CHARGES (School Charges)

Parents are notified of school charges for the following year at the end of each school year. A new account will be forwarded at the beginning of the new year.

Early payment is appreciated. Parents are welcome to pay these charges by instalment. A contract in this regard is signed early in the year.

These charges are inclusive of tuition, stationery, general curriculum area needs and computing. The charges may be paid by cash, cheque (made payable to Glenelg Primary School) or EFTPOS at the start of the school year. Students enrolling during the year will be required to pay a proportion of the fees.

Any school library or textbooks, which are damaged wilfully or lost, may have to be replaced by the parent and student.

3.15 SCHOOL CARD STUDENTS

Families who currently receive Government benefits or have a low income may apply to have their children approved for Government assistance. Parents should ask for information at the office prior to the start of each new school year, preferably in term 4 of the preceding year, or upon enrolment.

This assistance must be applied for by families every year and for each child you have attending the school. One application does not cover multiple sites.

3.16 EXCURSIONS AND CAMPS

These activities are valuable in the educational programme. They provide first hand experience and shared learning for the whole class. The experiences reinforce and relate to activities in the classroom. Social learning and language enrichment are fostered through participation in these activities. Excursions and camps are an important part of the school's curriculum. This is termed 'out of class learning' and deemed essential for all students. At times, you may be invited to accompany a group on an excursion (you will need to have a DCSI clearance, please check section 6.4 for important information about DCSI screening.) or to provide transport. If you are able to assist with transport (you need to be covered with comprehensive insurance) your child's teacher will be extremely grateful.

If possible take the opportunity to join with the class. Information and permission notes will be provided before the excursion.

We encourage all children to attend excursions and camps.

It is very important therefore that the signed permission forms are returned promptly to school.

School class excursions may include full or part day visits, usually to local venues. The children participate in class activities prior to and following the excursion to increase their learning from this shared experience.

Children with individual, personal or medical requirements need not be excluded from these activities and are encouraged to participate. In such cases it is the parents' responsibility to negotiate with class teachers and/ or administration staff.

If you have any concerns about an excursion (or camp) please make sure you contact the organiser (usually the class teacher) so that he/she is aware of your concerns.



3.17 ACTIVE BRAINS

To keep children alert and their brain functioning and hydrated, children are invited to have a bottle of water on their desk at all times. Each morning there is also a time provided by teachers for a fruit or vegetable snack.

4. HEALTH AND SAFETY

4.1 ACCIDENTS AT SCHOOL

Trained first-aid staff at school attends to all injuries. Parents are notified if a child attends the first aid room and called if any injury needs medical treatment. If parents are not available, senior staff will seek medical help for the child.

If it is deemed necessary to call an ambulance, the ambulance service will render an account in the name of the parent or guardian of the student concerned.

If the student or his/her parent or guardian is a member of the Ambulance Service insurance scheme, the account should go directly to them. If the student is covered by private health insurance, the account should be submitted to the insurer. If the student is not covered by ambulance cover, the parent should complete a Statutory Declaration (obtainable from the school) and submit the form through the school principal requesting payment of the account by the Minister.



4.2 MEDICATIONS

Special medical arrangements can be negotiated with front office staff members but ***remain the responsibility of parents.***



The child's teacher and/or the office staff should be advised so that medication can be given under adult supervision. Medication should be left at the front office but cannot be administered without signed parental permission.

The School must be given full instructions on the correct form (available from the front office) about all medications that your child has to take at school, whether short or long term. Any medication to be administered should be in original packaging, with the student's name and instructions from the pharmacy and is to be kept in the front office.

Any antibiotics to be administered should be negotiated with the teacher and medication taken to the front office to be placed in the fridge. Wherever possible we would appreciate it if medication could be timed for home treatment.

Complex health requirements must be negotiated and a health plan developed. It is against regulations for the school to administer painkillers to students. An additional form, which details an emergency action plan, is required to be completed if your child is asthmatic, diabetic, or epileptic. Please collect a form from the office.

Asthma medication may be stored in the office area or, if a parent believes the child is capable, may be kept in a bag and administered by the child.



4.3 FIRST AID

A staff member is on first aid duty in the office at recess and lunch times. Children must first see a teacher on yard duty if hurt in any way. They will be sent to the office for first aid when necessary. Each teacher has a basic first aid kit for 'minor injuries'.

4.4 ILLNESS AT SCHOOL

In the event of minor accidents or illnesses children will be cared for at the front office where the first aid facilities are provided.

We have a first aid room for students who are unwell. Students are kept in the first aid room for only a short period of time. If children are hurt or unwell and it is felt that they should not remain at school, all endeavours will be made to contact a parent. In the event that emergency contacts cannot be made, the school will take whatever action is deemed appropriate for the safety of the child. It is, therefore, imperative that parents ensure that the Medical/Emergency contact information held at school is up-to-date.

Parents of children, who receive injuries to their heads, are informed. A child who attends the first aid room will receive a stamp ('sad face') on the inside of their arm together with a note explaining their illness/injury to be taken home to parents. The school keeps a record of all injuries and treatment.

4.5 INFECTIOUS DISEASES

Parents are asked to contact the class teacher and/or office in cases where children contract communicable diseases.

Recommended minimum exclusion periods from school are:-



Common Infectious Diseases

<i>Disease</i>	<i>Exclusion Period</i>
Chicken Pox	5 days from onset of rash
Measles	7 days from onset of rash
Mumps	10 days from onset of symptoms
Rubella (German Measles)	5 days from onset of rash
Scarlet Fever	Until treatment effective and a medical certificate of recovery is produced
Whooping Cough	4 weeks unless medical certificate of recovery is produced
Infectious Hepatitis	Until medical certificate produced
Conjunctivitis	No discharge from the eyes
Foot & Mouth	Until blisters are dry (4-6 days)

Common Skin Infections

Impetigo (School Sores)	Until effective medical treatment carried out
Ringworm	Until effective medical treatment carried out

Insect Infestations

Head Lice	Until effective medical treatment carried out and live head lice are no longer present
Scabies	Until effective medical treatment carried out

For further information about infectious conditions please contact the school office, your doctor or the Public Health Department.

Head Lice

Should the school observe a child with head lice, the following process is taken:

- (a) A phone call is made to the parents of children where head lice are discovered. The child is required to be taken home and treated.
- (b) Other children's parents in the class receive a letter warning them of the discovery and their need to make regular checks.

It is recommended that checks be carried out at home at regular intervals. Updated head lice information can be obtained from the front office.

When in doubt please ring the school.



4.6 DENTAL CLINIC

All preschool, primary and secondary students aged under 18 years, are eligible for care with the School Dental Service. Fees and conditions apply.

- All School Dental Service care is **free for preschool children** (general and emergency).
- Children who are dependents of/holders of Centrelink Concession Cards, Veterans Affairs Pension Concession Cards or School Cards are eligible to receive free dental care (general and emergency).
- For primary and secondary school children who are not dependants of/holders of the above concessions, a fee will apply for each course of general dental care provided.
- Students with a Commonwealth Government Teen Dental Voucher are welcome to use it at the School Dental Service. If presented at a School Dental clinic it will entitle them to a full course of dental treatment including preventive care and any treatment if required.
- Dental emergencies treated at a School Dental Clinic between check ups will be covered by the fee paid at your child's most recent check up.

For information about appointments and fees, contact your local School Dental Clinic on: 08 74258400

Marion GP Plus

Hours of Opening - 8.30am - 4.30pm

Further information will be provided to parents before their children's next examination. Parents of children with special physical or intellectual needs should contact their local School Dental Clinic to discuss their child's needs.

4.7 CHILD ABUSE

All adults (staff and parents) who work within the school are required by law to report suspicion of child abuse.

4.8 BADGES

At Glenelg Primary School the staff members all wear a school badge displaying their name. We also have badges for visitors who come to the school. If you are in the school for any length of time, please come along to the Front Office and receive your badge. The purpose of the badges is to allow children to identify people who are authorised to be on the school property.



4.9 SAFETY ON THE STREET

Please be sure that your child/ren know how to conduct themselves safely on our busy streets. Warn them against loitering on the way to and from school, visiting friends without permission, going anywhere with strangers. Point out the location of **SAFETY HOUSES** on their route. Please encourage your child/ren to use the school crossings correctly and to be careful when entering and leaving the school via the Football Club car park.

4.10 SMOKING

The South Australian Department of Education prohibits smoking within the school buildings and grounds.



4.11 EMERGENCY EVACUATION PROCEDURES

The Department of Education & Children's Services and all schools have developed emergency evacuation guidelines.

*A continuous blast of the siren signals an emergency or drill is in progress. Please follow the teacher's instructions if you are in the school at this time. **All parents MUST evacuate with children in a drill or emergency procedure.** An intermittent siren signals an invacuation, **all parents must stay inside the building until the all clear is given.***



4.12 CUSTODY PROCEDURE

We respect the confidentiality of family situations. However, we ask parents to inform us at enrolment and at any subsequent time, of relevant details regarding the family situation (eg. custody orders).

This is important if we are to be sensitive to and caring for children. By law, the school must sight a custody order if it is to be enforced. Please advise the front office of any change to legal custody.

5 CLASS PROCEDURES

5.1 HOME LEARNING POLICY

At Glenelg Primary School we believe that homework provides opportunities for students to:-

Regulations under the Education Act No. 164:-

- (a) Teachers may require that homework, appropriate to the age and ability of a child shall be done by a child attending a Government school.
- (b) Every teacher shall give a sympathetic consideration to any objection from a parent regarding the amount of homework expected by the teacher from a child of that parent.

We believe that work at home can help:-

- develop good study habits
- show parents what is happening in school
- children utilise time effectively
- reinforce work done in the classroom
- children in revision/learning of work
- in transition between primary and secondary school
- consolidate and practise skills learnt
- continue work/projects from class time



Home learning also needs to value the many out of school activities that children take part in eg. sport, dance, piano, band, feeding animals, aerobics, cooking, cycling etc Therefore we expect each student to spend some time from Monday to Thursday on work incorporating the above activities and we encourage all students to read for at least 10 minutes each night.

It is the professional responsibility of each teacher to establish and communicate their policy to parents early in the school year. We look forward to your support in the partnership we share with you as teachers of your children.

5.2 STUDENT BEHAVIOUR

We aim for our school to be

- a safe, caring and orderly place where children can learn, and teachers teach effectively.
- a place where students accept responsibility for their own behaviour
- a place where staff, students and their families develop a partnership to establish expectations and consequences related to student behaviour

Our school values and the competencies within Program Achieve are developed with students each year and it is expected that all students will use these. Each class develops a code of cooperation, a positive incentive program and there is explicit teaching of social/emotional skills. Regular positive reinforcement occurs and a culture of community partnerships is promoted which relies on acceptance and tolerance of all people. Teachers communicate both positive and inappropriate behaviour to parents via notes in diary, phone calls and parent teacher conferences.

For inappropriate behaviour the emphasis is on redirecting/re-engaging the student. A STEP system operates for continuing inappropriate behaviours. For example: a value reminder is given. Further inappropriate behaviour will result in class re-think. Continuing behaviour requires office re-think where the child is supported through a counselling process by senior staff and a contract completed. This needs to be signed by parents and returned to the front office. A student exhibiting regular non-compliant behaviour will require a Behaviour Plan involving student, parent and teacher.

Failure to follow the yard rules will result in the student attending the re-think room for one session where counselling will occur and a contract completed.

5.3 STUDENT ASSESSMENT

Assessment of children's progress

Children are continually assessed by teachers in an effort to monitor progress and to assist them to reach their full potential.

Various methods are used including:-

- ❖ regular testing of skills
- ❖ recording of work covered, knowledge, skills and attitudes developed and problems encountered
- ❖ sharing of relevant work samples
- ❖ teacher observation
- ❖ reflection on activities to support learning
- ❖ self, peer and teacher assessment
- ❖ participation in learning conferences including the teacher, student and parent(s)



Some of this information is kept in Personal Folders and is cumulative from Reception to Year Seven. On leaving the school, the folder will be sent to the new school.

These folders are confidential, but may be viewed and discussed with your child's teacher or the Principal on request.

5.4 REPORTING STUDENT PROGRESS TO PARENTS

We provide a range of forums to report the learning journey of our students. These are outlined below. If at any other time you seek further information about your child's progress, make a time to catch up with your child's teacher.

TERM 1	TERM 2	TERM 3	TERM 4
Week 3: Acquaintance Night Week 10: Three way conferences	Week 2 NAPLAN tests yrs 3/5/7 Week 9: Written report A report covering social / work skills and academic achievement.	Week 7: Showcase of Learning Students have an agenda of things to share with their parents. Work samples are displayed.	Week 8: Written report The same format as in term 2.

Along with these processes work samples are sent home for parents to see once a term.

5.5 PLACEMENT OF CHILDREN IN CLASSES

The Leadership Team and staff make decisions about the number and structure of classes for the forthcoming year, within the staffing formula allocated by DECD.

Class lists are prepared considering the gender, academic, social, emotional and physical needs of individual children. Parents are invited by newsletter to provide written information to the Principal to discuss the special needs of individual children (eg. specific areas of need, learning styles). This information is *considered* when looking at the draft lists.

Decisions are made with a view to establishing balanced equitable class groups that will potentially work well together.

In consultation with staff, final lists are established. The ultimate decision rests with the Principal. Children are always consulted re friendships and placed in new classes with a friend.

5.6 SPECIALIST PROGRAMS

MUSIC

Music is taught Reception to Year 7

LOTE (Language other than English)

Japanese is taught Reception to Year 7.

PHYSICAL EDUCATION

This is taught Reception to Year 7.



5.7 TRANSITION TO SECONDARY SCHOOL PROGRAMMES

Students are given the opportunity in year 7 to link with neighbouring Secondary Schools; these schools provide opportunities and activities that best illustrate their teaching practices. Transition occurs in terms 3 & 4. Students from Glenelg attend Brighton S.S., Hamilton, Mitcham Girls, Seaview, William Light and a number of other secondary schools.

5.8 SUPPORT FOR STUDENTS AT RISK

At Glenelg Primary School we are committed to working in partnership with families to support each student to reach their full potential. In order to achieve this we have put in place a range of structures that assist us in determining and meeting learning needs. A teacher is appointed to work with students with verified disabilities. Teachers also work with classroom teachers to support learning needs. The roles include:

- co-ordinating Schools Services Officers (SSOs) who work with students with particular needs
- withdrawing individual and small groups of students to develop their skill and knowledge base
- supporting classroom teachers to develop programs for the students they are working with.

A highly skilled team of SSOs provide support for students through classroom support and working with individual and small groups of students in speech and language programs and specific learning programs. SSOs have ongoing training to further develop their knowledge and skills.

5.9 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

A trained teacher works with students for whom English is a second language. This involves supporting classroom teachers to ensure that while the first language is valued these students are gaining the concept development they need in English to access the learning program.

5.10 GIFTED AND TALENTED

Students who have particular skills or interests in any given area, including creative and expressive arts, interpersonal skills, sporting skills and academics are given opportunities to have a range of experiences in order to demonstrate and develop skills. This occurs through a broad and challenging curriculum.

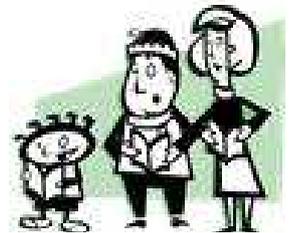
We cater for their needs in many ways both in the classroom and in broader school programs. Teachers use open-ended questioning techniques and tasks to ensure that students are not limited in their thinking and can take learning opportunities to whatever level they are capable of. There are times when it is appropriate to group children of "like" ability together, even those from different year levels to support further learning. We have two programs that support this, stretch for reception to year 2 students and Inquiring Minds for Years 3 - 7 students.

5.11 LEARNING DIFFICULTIES

Our school has allocated significant resources to support the learning of students with specific learning difficulties, this includes SSO time. To ensure early identification of learning needs teachers across the school are conducting comprehensive assessments of all students' learning particularly in the areas of literacy and numeracy. This gives us accurate and specific information about needs and programs can be developed accordingly.

5.12 FUNTASTICS

We know that there is a correlation between large muscle movement and brain activity. For this reason teachers involve all students in daily fitness programs. For our youngest students we also conduct a physical skills screening in their first term at school to determine their levels of co-ordination. If they are experiencing difficulties in this important area they will be involved in a "FUNTASTICS" program to develop their skill base. These sessions are facilitated by an SSO.



6. PARENTAL INVOLVEMENT

We are committed to encouraging parents' involvement in our School programme.

You as a parent are a partner in your child's education. Parents are encouraged to participate in school life and a range of options is open to them. Please check section 6.4 for important information about DCSI screening.

6.1 SCHOOL/PARENT COMMUNICATION

Regular two-way communication is encouraged and this often occurs informally, on a day-to-day basis, or via the diary.

On occasions particular concerns may need to be discussed. Parents can make an appointment with the classroom teacher in the first instance to discuss these. The Principal/Deputy Principals will, where necessary, become involved in these discussions.

6.2 CLASS INFORMATION

At the commencement of each school year teachers will inform parents about their teaching programmes and classroom routines for the year.

Throughout the year teachers use a variety of ways to communicate with parents. These may include:-

- Personal contact
- Student diaries or communication book
- Class newsletters
- Notices
- Student Profile folders/Workbooks
- Written reports

6.3 WORKING TOGETHER

Parents have much to offer! Your involvement in the school can be an enriching experience for all concerned.

You could be involved in:

- The Resource Centre
- Classroom Programmes
- Support Programmes
- Excursions
- Governing Council
- School Administration
- Early intervention programmes
- Grounds Development
- Sporting Club involvement
- Canteen Support



By:

- Participating in electives
- Reading Stories
- Typing Children's Stories
- Listening to Reading
- Making learning activities
- Supervising groups of children on excursions and in the classroom
- Acting as a resource person
- Participating in School Initiatives
- Demonstrating skills and processes to children and teachers
- Maintaining school facilities
- Attending parent interviews and open nights
- Supporting School programmes
- Encouraging your child with homework
- Maintaining contact with your school when issues arise
- Being a LAP or Early Intervention tutor
- Involvement in Sporting Clubs

6.4 CLASS HELPERS/ VOLUNTEERS

Teachers welcome parents in their classrooms to help with class activities, elective programs, listening to reading and helping with excursions.

Ask your child's teacher if there is any way you can help in the classroom.

All regular volunteers in classrooms, the canteen, with sporting teams and anyone who works in direct contact with students as regular volunteers are now asked to complete a Glenelg Primary School 'Volunteer Declaration' Form. These are available from the front office, classroom teachers and the canteen for regular volunteers. Forms for sporting volunteers will be arranged by the Sports Committee.

A DCSI (Department for Communities and Social Inclusion) check is required for all volunteers at school - other 'Police checks' and similar are not sufficient. Please see the Deputy Principal for a DCSI form. Once the form is filled in the Deputy needs to sight and verify the '100 point check' on the form. The screening process can take up to 3 months. The school will pay for the DCSI screening.

All volunteers are also asked to 'sign in' and 'sign out' at the Front Office during each visit. 'Visitor' nametags should be worn while in the school and working with students. The safety of all of our students is the motivation behind these initiatives.

6.5 GOVERNING COUNCIL

Glenelg Primary School is a self-managing school. The Governing Council and its sub-committees represent the school community, and after consultation will be making decisions on local educational issues, strategic planning and allocation of resources.

Governing Council is comprised of 11 members in total.

There are 7 elected members, 2 staff representatives and 1 principal.

All Governing Council members are elected excepting the principal.

7 Nominating Members will be elected by ballot from the school community.

3 Staff Representatives will be elected each year by peer ballot.

The Governing Council holds 2 meetings a term.

Parents also have an opportunity to become involved in Governing Council sub-committees. Sub-committees include: Finance, Fundraising, Grounds, Out Of School Hours Care, Canteen, IT, Uniform and Sports.

Governing Council keeps parents informed of their activities through the school newsletter.



6.6 PARENTS AND FRIENDS ASSOCIATION

Parents and Friends is a parent network that provides for social interaction among parents and supports the schools fund raising activities. Each term they also hold a parent education workshop. New members are welcome to join at any time.



6.7 NEW PARENT MORNING TEA

The Parents and Friends committee welcomes new families to the school each term by hosting a morning tea at the beginning of each term.



6.8 NEWSLETTERS

Newsletters are emailed each fortnight on a Thursday of the even school week. You can receive the newsletter by sending a new email to listserv@lists.schools.sa.edu.au with a message body of: [Subscribe GlenelgPS](#) (nothing is written in the subject title line). They can also be accessed via the School Website (www.glenelgps.sa.edu.au). Printed copies of the newsletter will be available at the office.

This is a vital form of communication between the school and parents. Information concerning educational issues, coming events, meeting dates and school achievements is included.

6.9 GRIEVANCE PROCESS FOR PARENTS

All personal matters such as concerns about your child's progress are dealt with most effectively in the following ways:

Concerns about relationships (student, parent or staff) should be raised directly with the school.

The following guidelines might help you if you have a concern:

1. Make an appointment to see the classroom teacher at a time convenient to you both. It's helpful if the teacher has some idea about the reason for the meeting.

2. After meeting with the teacher, if the issue(s) is/are still unresolved: Seek an appointment with the Principal, (Let them know the subject of the meeting).

Results of the meeting may include the following:

- The situation is monitored.
- Further discussions with the people involved.
- Outside support for the child, school or family may be sought e.g. social worker, guidance officer, behaviour support etc.

3. If you are still dissatisfied with the outcome, contact the Principal again to air your concerns.

If the school does not hear from you it is reasonable to consider that the matter has been resolved.

It is important that these grievances are kept confidential, and although at times you may seek support from friends, it is important to do this wisely.

When the matter is discussed in the student's hearing, it is important that the student understands that you have confidence that the issue will be resolved confidentially at the school level. Criticism of the school or the teacher does not support the child's education as it undermines trust and confidence.

The school can only deal with issues that are raised in the ways outlined above. If we do not receive information, we are unable to take appropriate action.

6.10 SCHOOL SECURITY

The School is frequently surveyed at night, weekends and holidays by police patrols. The school is alarmed and has security cameras.



Parents witnessing any infringement on school premises should phone the Police on 11444. Please also report the matter to the Principal when possible.

6.11 SCHOOL SPORT

Fitness and skill development lessons are undertaken in our Physical Education program.

Opportunities exist for children to be involved in a wide variety of 'out-of-school' sporting activities. The variety is generally limited only by the availability of suitable coaches and/or managers. These sporting activities are organised and managed by parents and/or teachers.

Assistance in the areas of coaching and transport is necessary and parent support is greatly appreciated.



It is the policy and practice of sporting bodies at our school to:-

- ensure that all children who want to be involved have the opportunity to participate and enjoy their sport.
- emphasise the development of skills and not 'winning at all costs.'
- provide equal 'court' time for all players

Information about sporting activities is available at the office.



7. SPECIAL PROGRAMS

7.1 RESOURCE CENTRE

The resource centre is used by classes for resource-based learning. The teacher librarian and the class teacher cooperatively plan and teach lessons utilising the research process and technology skills. The Resource Centre provides an efficient service to the school community. All students use the computers, Internet, CD-Rom and books to facilitate their learning. We have an excellent collection of resources to support classroom programs and for leisure reading.

The programme for Resource Centre lessons is based on the recognition of the changing and information-rich world the students will be experiencing as they undergo their education at our school.



We recognise the need for students to become independent and life-long learners. We accept the role we must play in equipping them with the skills for this to happen. We believe that a planned programme rather than an ad hoc approach is particularly important in the primary years when students are learning the base of skills which will enable them to move towards independent and negotiated learning.

The skills presented and practised in lesson time will rely heavily on teachers modelling in the earlier year levels and as students progress through the school skills will increase in complexity. Planning for success will be in-built, as each process will be undertaken in small and manageable steps.

At all times quality rather than quantity will be encouraged, with emphasis on the process of information gathering and research as well as the final product.

Time management planning will be taught to help students realise the importance of starting assignments and completing by the due date. It will be explained that teachers also plan time for marking and only real circumstances (eg. Illness) are acceptable for extensions of time. Research assignments will have clearly defined outcomes and assessment criteria.

Students are able to borrow 2 books at a time in Junior Primary level (Reception to Year 2), 4 books at a time in Primary Years (Year 3 - Year 5) and 4 + 2 for study in Middle Years (Years 6 and 7). Children are not able to borrow if they have overdue books. A Library Bag to place a book in is appreciated in the early years. Classes also have borrowing times allocated to their classroom.

Parents are encouraged to borrow from our Resource Centre. You will find lots to interest you. Help at anytime is also appreciated. There are always books to cover or other jobs that need doing. Please see the Resource Centre staff if you can spare some time.

7.2 CANTEEN

The Canteen is managed by the Canteen Committee, which is responsible to the Governing Council. The manager is employed and voluntary helpers are needed to serve and prepare lunches.

The Canteen aims to provide a nutritional menu at a reasonable price. The menu reflects the National Healthy Food Guidelines. Children may purchase snacks at the counter at recess time and lunch time. Staff members on yard duty supervise this procedure.



If you can help, **the Canteen Manager** would welcome your call **(82953746)**

ORDERING LUNCHES: Paper lunch bags are available from the Canteen .

Write the child's name and room number on the bag with the lunch order. Correct money would be appreciated if possible. Updated price lists are sent home at regular intervals.

7.3 OUT OF SCHOOL HOURS CARE PROGRAM - held in the Cottage adjacent to Diagonal Road car park. (Phone 8376 0682)

The Out of School Hours Care Program coordinator is Amelia Reno

This programme is available for Glenelg Primary School students daily

- before school (7.00-8.30am)
- and after school (3.15-6.00pm)

The Programme provides a caring atmosphere where a variety of activities are offered. Children attending are encouraged to choose activities that most suit their needs.

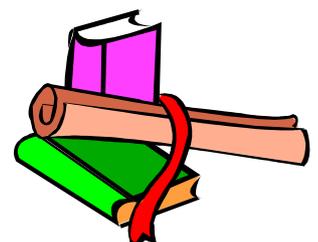
Vacation Care (holiday program) is also available and details of the program are available from the O.S.H.C. building.

7.4 PASTORAL SUPPORT WORKER

We have a P.S.W. appointed to our school by the Schools Ministry Group. Their role is to provide pastoral care for students, and support for families and staff where needed, as well as to support whole school programmes. The PSW office is situated upstairs in the main building.

7.5 YEAR 7 GRADUATION

Each year a formal graduation ceremony is held for all year seven students who will be attending high school the following year. Students and their parents attend a formal ceremony, graduation and dance.



7.6 INFORMATION TECHNOLOGY

This programme is a focus throughout the school. The school is networked and students can e-mail school friends, research via the Internet or CD and store their work electronically. Each classroom has a computer, pods of computers are placed in the Resource Centre and for the year 6/7 students and two Computer Studios provide access to all students, reception to year seven. There are also netbook computers available to support teachers in their classroom programme. All staff and students develop skills for life-long learning in the use of this technology.

STUDENT OPPORTUNITIES

Students are encouraged to participate in a variety of additional programs which are on offer at Glenelg Primary School.

8.1 CHESS

Interschool chess competitions are held and opportunities for students to join chess club during the term.

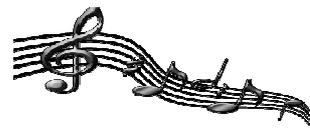
8.2 CIVICS & CITIZENSHIPS

Growth & Development - involving Family Life sessions
Proclamation Day Ceremony
Many links with local community events
Safe Routes to School Program



8.3 STUDENT VOICE

All students in Years Reception - 7 are involved in Student Voice through participation in the Kid's Council. The Executive consists of the Senior Leaders in the school. This is a student led decision-making group within the school.



8.4 MUSIC

- **CHOIR** - Years 5-7 students participate in weekly practice during school time leading into performing at the Schools Festival of Choirs at the Festival Theatre.
- **INSTRUMENTAL MUSIC** - The DECS Music Branch conducts a weekly program at Glenelg Primary School and at Brighton Secondary School consisting of individual lessons and band involvement.
- **PRIVATE MUSIC TUITION** - is available for piano and guitar during the school hours.

8.5 SPORT

In addition to the class physical education and a daily fitness program, there is opportunity for children to participate in additional sporting activities.

- **TEAM SPORTS**

The type and number of activities is only limited by the amount of parental support.

The following sporting teams are available for 3-7 year students, and Year 2 students turning 8 in the term the sport is played at school.

An information sports booklet is distributed to all students at the start of each year and includes details on all team sports, fees and registration.

Basketball

Football

Soccer

Pee Wee

Cricket / Kanga Cricket

T Ball

Netball

Volleyball

A comprehensive Sports Policy is available for parents upon request.

- **SWIMMING**

Rec - Year 2 students have swimming lessons at the State Aquatic Centre in Term 2.

Year 3-5 students attend Surf Awareness at the Glenelg Surf Lifesaving Club in Term 1.

Middle Years students have aquatic lessons at West Lakes Aquatic Centre in Term 4.

- **SPORTS CLINICS** - throughout the year students participate in a variety of sporting clinics brought into the school by DECD/community groups.
- **SAPSASA** (South Australian Primary Schools Athletics Sports Association) - we actively encourage students to become involved in the SAPSASA program. The school advertises the opportunities for students to try out for the various sporting district teams. This involves Year 5 - Year 7 students and may involve parents transporting students to selection trials.



8.6 TRAFFIC MONITORS

Students in Year 6 and 7 are given the opportunity to be trained as school traffic monitors.

The students are on duty in pairs - from 8.30am to 8.55am and 3.15pm to 3.30pm.



Thankyou for taking the time to read this important information about our school. We wish your child/ren and your family a happy and profitable association with the school. We are always welcome to new ideas and feedback about the school and your child's learning experiences at Glenelg.