

# GLENELG PRIMARY SCHOOL



# PARENT INFORMATION HANDBOOK

*'Sailing Ahead to Success'*

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# WELCOME TO GLENELG PRIMARY SCHOOL

We are a school that values and recognises the diversity of our students and each of their individual needs. At Glenelg we strive to enable each student to achieve their personal best and to ensure that they are challenged and engaged in all parts of the learning process. Our school is an innovative and stimulating learning environment that shares the learning intentions & success criteria with students from Reception to Year 6.

Glenelg Primary School encourages independence and creativity, respect and understanding, responsibility and confidence. It is a school that focuses on positiveness and the strength that comes from a community working together to achieve goals. At Glenelg, every staff member is dedicated to the care and education of each student and shares the belief that happy students learn more effectively. Learning is a very personal journey and at this school we create a safe learning environment where error is welcomed as a chance to learn and the power of feedback is maximised to build success.

For me, education at this school is about much more than a challenging curriculum. What makes us special is our people - our culture of respect, our understanding of diversity, our focus on active learning, trust and communication, and our commitment to personal excellence.

In an environment like this, learning becomes both exciting and stimulating. Our goal is to develop resilient and optimistic students who have a thirst for knowledge and the skills to navigate their own progress. We are 'Sailing Ahead to Success' with the school community to develop our future leaders.

I look forward to the opportunity of speaking with you about this great place of learning.

Kind regards,

Shane Misso

Principal



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## 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 talents, skills and abilities of all students to their fullest extent.

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

- Become lifelong learners with inquiring minds
- Be able to work independently and collaboratively
- Continue to develop STEM (science, technology, engineering and mathematics) 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 extracurricular 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 learning outcomes for all students
- Is at the forefront of education with ongoing professional development of a highly dedicated and skilled staff
- Provides specialist support to ensure each student is catered for and individual intelligences and preferred learning styles are recognised
- Has an excellent Out of School Hours Care program that caters for students R-6
- Has teaching areas that are well equipped
- Allows students substantial access to learning technologies with digital technology integrated across all curriculum areas
- Provides a comprehensive curriculum

**Our Site Plan** strongly emphasises literacy and numeracy skills that address the individual growth of each child.

## **1.2 CURRICULUM**

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

Often we integrate subjects to ensure learning is meaningful, e.g. students are developing literacy skills while reading, writing and discussing aspects of history.

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 other devices and the development of information technology skills are 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 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.

## 2. EARLY YEARS AT SCHOOL

### 2.1 TRANSITION TO SCHOOL

The start date for school children will be the first day of Term 1. All children will have four terms of Reception.

In term 4 of the year prior, you will receive a letter inviting you to attend a series of transition visits. These visits will take place during Term 4 and will be held over a series of mornings. 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 recess time, to learn about the safe areas to play in etc. Where possible, these visits take place with the teacher that the children will be with when they start school the following year.

### 2.2 PREPARING YOUR PRE-SCHOOL CHILD FOR SCHOOL

#### **Students need**

- To have all their possessions clearly named so they can be returned promptly if lost. There is a lost property cupboard inside the western entrance of the double storey building.
- A book bag (available from the Uniform Shop)

#### **Help your child to**

- Know his/her name, address and a telephone number
- Speak clearly, listen to and follow simple directions
- Look after his/her own belongings, be able to do up buttons, zips, shoe laces 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



### Encourage your child to

- Carry his/her own bag
- 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
- Say goodbye to you without fuss
- Tell you about the day's happenings

### It is important to

- Be interested in the work he/she brings home and display it
- Be positive in your comments about teachers and school

## 3. SCHOOL POLICIES & PROCEDURES

### 3.1 SCHOOL HOURS

8.30am	Children can enter the school grounds Yard supervision begins Front Office opens to receive payments
8.45am	Children go to classes (organisational time)
8:55am	First lessons begin
9:50am (approx.)	Fruit Break
<b>10.40am - 11.10am</b>	<b>Recess</b>
11.10am-12:50pm	Class time
12:50pm – 1:00pm	Supervised lunch Eating time
<b>1.00pm-1.30pm</b>	<b>Lunch play</b>
1.30pm-3.15pm	Class time
3.15pm	Dismissal



A yard duty teacher is in the yard from 3.15pm-3.30pm.

Students 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, and at 1:30pm on the final day of the year.**

### 3.2 TERM DATES

#### Term Dates for 2024

Term 1	29 <sup>th</sup> January – 12 <sup>th</sup> April
Term 2	29 <sup>th</sup> April – 5 <sup>th</sup> July
Term 3	22 <sup>nd</sup> July – 27 <sup>th</sup> September
Term 4	14 <sup>th</sup> October – 15 <sup>th</sup> December

#### Term Dates for 2025

Term 1	28 <sup>th</sup> January – 11 <sup>th</sup> April
Term 2	28 <sup>th</sup> April – 4 <sup>th</sup> July
Term 3	21 <sup>st</sup> July – 26 <sup>th</sup> September
Term 4	13 <sup>th</sup> October – 12 <sup>th</sup> December

### 3.3 ABSENTEEISM

All children should be at school by 8:45am and definitely by 8:55am. Children enter classrooms and have 10 minutes to organise themselves for the day. The first lesson starts at 8:55am. Teachers mark their rolls by 9am. Students arriving after 8:55am are deemed to be late and need to report to the Front 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 SMS the school on **0428 670 286**. Alternatively, you can ring the school on **8295 3943** between 8am and 9am.

If it is necessary to collect your child before the end of the day, parents need to sign them out at the Front Office prior to collecting them. Photo identification is required. Please avoid lunch and recess times when collecting them early as it can be highly problematic locating individual students playing outside (note lunch and recess times in 3.1).

### 3.4 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 Avenue. 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 children's safety.

#### Traffic Restrictions

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

Please 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 and driveways.

At drop off and pick up 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.

### 3.5 TRAVEL TO SCHOOL BY BIKES/SCOOTERS

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

Bike riders must dismount upon reaching school grounds.

Skateboarding, riding of scooters etc 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 Planning, Transport and Infrastructure recommendation that children under the age of nine should not ride bikes unaccompanied by an adult on main roads.

**Note: Any uncollected bikes or scooters are not the school's responsibility.**

### 3.6 CHANGE OF STUDENT DETAILS

Please update this information if your situation changes. School records need to be kept up to date in case of emergencies. We require change requests to be in writing. Please ensure phone numbers, emergency contacts and any other relevant information is up to date.

If you have a change of residence, we require the following documents:

For families who own their homes:

- Council Rates (or a buyers contract)
- AND a recent gas or electricity bill

For families who rent their home:

- A current rental agreement
- AND a recent gas or electricity bill
- Please email [DL.1017.info@schools.sa.edu.au](mailto:DL.1017.info@schools.sa.edu.au) or drop this information into the Front Office.

### 3.7 CHANGE OF CUSTODY DETAILS

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 your family situation (e.g. custody orders).

It is important that we have a copy of any relevant legal documents on the student's file. *By law, the school must have a copy of a custody order and be able to refer to it, if it is to be enforced. Please advise the front office of any change to legal custody.*

### 3.8 HOT/WET WEATHER

#### Hot Weather



There is *NO* early dismissal hot weather policy as every class is air-conditioned.

On days where the actual local 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, 3 and 4; and in term 2 whenever the UV levels reach 3 or above, including for PE 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. During school hours, children take recess/lunch breaks inside if it is raining.

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

### 3.9 LOST PROPERTY

Lost property is kept in the grey cupboards in the western entrance of the double storey building. Any items that are placed in the Lost Property cupboard that are not accurately named will be gifted to the second hand uniform shop at the end of every week. To avoid any unnecessary disappointment, please ensure that all items (clothing, drink bottles and lunch containers) are clearly labelled with your child's name. This will assist with things that end up in the Lost Property being returned to the student in a timely manner.

### 3.10 UNIFORM/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. Students with long hair also need to wear it tied back each day. School coloured hair accessories can be worn. This assists staff in ensuring 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 as per the schools Hot Weather Policy. Students not wearing a hat will be asked to play in a designated solid shade area.

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

Trousers/cargo pants/track pants	navy blue
Shorts/cargo shorts	navy blue
Bike Pants/¾ leggings	navy blue
Polo Shirts	navy blue or gold
T-Shirts	navy blue or gold
Windcheaters or jacket	navy blue
Year 6 windcheaters	navy blue
Skorts (skirt and shorts combo)	navy blue
Dresses	navy checked dress
Hat	broad-brimmed, bucket
Shoes	Suitable sturdy footwear (shoes, enclosed sandals or sneakers).



**Clothing must be plain with no slogans or logos.**

**Clothing which is deemed unacceptable:**

- Denim
- Midriff tops and tank tops
- Ripped clothing (patches acceptable)
- Miniskirts 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 Principal)
- Caps
- Blue and black jeans
- Brightly coloured hair (that draws attention unnecessarily)
- Black tops, jackets and pants
- Thongs, Crocs, ballet flats or platform/heel shoes



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 who are unable to support the Dress Code Policy will need to meet with Leadership to discuss.

**Please label all items of clothing clearly.**

### 3.11 PURCHASING UNIFORMS

School bags and uniforms are now available to order from Belgravia Apparel - Shop 4/378 Goodwood Rd, Cumberland Park. Orders can be placed online for delivery to the school, pickup in-store, or home delivery. For more information, please visit our website <https://www.glenelgps.sa.edu.au/uniform>.

Second hand uniforms are available to purchase at Worn Again – 2 Byron Street, Glenelg SA 5045.

### 3.12 PRIVACY PRINCIPLES

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

### 3.13 EXCURSIONS AND CAMPS

These activities are valuable in the educational program. School class excursions may include full or part day visits, usually to local venues. They provide firsthand 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 an active volunteer application- see section 7.2).

**We encourage all children to attend excursions and camps.**

**Signed permission forms should be returned promptly to school and any associated payments must be made prior to the due date.**

Children with individual, personal or medical requirements need not be excluded from these activities and are encouraged to participate. In such cases the parents should discuss the matter with the class teacher.

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.

### 3.14 ACTIVE BRAINS

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



## 4.0 FINANCE

### 4.1 MATERIALS AND SERVICES CHARGES (SCHOOL FEES)

Parents are notified of school charges for the following year at the end of each school year. These charges are inclusive of tuition, stationery and general curriculum area needs.

A new account will be forwarded at the beginning of the New 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.

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

### 4.2 SCHOOL CARD

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 at the beginning of each school 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.

### 4.3 PAYMENTS

**Our preferred method of payment is by using the Qkr! mobile app.**

It's an easy-to-use mobile app for iPhones and Android smartphones and tablets that makes school payments a breeze. Simply search Qkr! on the App Store or Google Play Store and Register.



Qkr! can be used to pay for school fees, excursions and lunch orders.

Alternatively, payments can be made at the Front Office. The school can accept payments by Cash, Visa, MasterCard, EFTPOS.

### 4.4 LATE PAYMENTS

It is strongly encouraged that all payments are paid within the given time-frame. Late payments are generally unable to be accepted, as many things need to be organised well in advance of, or by, payment deadlines. In the occasion of unforeseeable circumstances, please speak to the Business Manager about the possibility of arranging a late payment or payment plan.

## 5. HEALTH AND SAFETY

### 5.1 FIRST AID AT SCHOOL

Trained First-Aid staff at school attend to injuries.

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/emergency contacts listed. In the event that emergency contacts cannot be reached, 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 and emergency contact information held at school is up-to-date.

If the child attends the First Aid Room and is sent back to class, parents are notified via SMS and also by a note sent home. Parents of children, who receive injuries to their heads, are informed by telephone. The school keeps a record of all injuries and treatment.



### 5.2 MEDICATIONS

All medication requires a Health Support Plan. The staff in the Front Office will be able to assist you with this. The Health Support Plan provides details of the health needs, relevant medication and dosage, signed by the Registered Health Professional and the parent. An additional form, which details an emergency action plan, is required to be completed if your child is asthmatic, diabetic, epileptic or has allergies or anaphylaxis (severe allergies). An Asthma Care Plan, Action Plan for Allergic Reactions and Action Plan for Anaphylaxis forms can be collected from the office or are available from your doctor. These plans must be signed by your doctor.

Medication must be left at the Front Office and can only be administered with a signed Department for Education regulated form. Any medication to be administered must be in original packaging – tablets must be provided in a Webster pack - with the student's name and instructions from the pharmacy.



**Note: It is against regulations for the school to administer painkillers to students.**

### 5.3 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:

#### 5.3.1 COMMON INFECTIOUS DISEASES

Disease	Exclusion Period
Chicken Pox	Exclude until all blisters have dried (Usually 5 days).
Measles	Exclude for 4 days from onset of rash.
Mumps	Exclude for 5 days after onset of swelling.



Rubella	Exclude until fully recovered or for at least 4 days after the onset of the rash.
Scarlet Fever	Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well.
Whooping Cough	Exclude until 5 days after starting Antibiotic treatment, or for 21 days from the start of any cough.
Conjunctivitis	Exclude until discharge from eyes has stopped.
Hand, Foot & Mouth	Exclude until blisters are dry.
Influenza	Exclude until well.
Gastroenteritis	Exclude until no vomiting or diarrhoea for 24 hours.

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### 5.3.2 COMMON SKIN INFECTIONS

Impetigo (School Sores)	Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing.
Ringworm	Exclude until the day after appropriate treatment has commenced.

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### 5.3.3 INSECT INFESTATIONS

Head Lice:	Exclude until appropriate treatment has commenced.
Scabies	Exclude until the day after appropriate treatment has commenced.

For further information about infectious conditions please contact your doctor or the SA Health Website: [www.sahealth.sa.gov.au](http://www.sahealth.sa.gov.au)

## 5.4 COVID-19

Glenelg Primary School follows all SA Health recommendations for Covid-19 related restrictions. For further information please see the SA Health Website: [www.sahealth.sa.gov.au](http://www.sahealth.sa.gov.au)

## 5.5 SAFETY ON THE STREET

Please be sure that your child/ren know how to conduct themselves safely on our busy streets and ensure they know not to go 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.

## 5.6 SMOKING

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



## 5.7 EMERGENCY EVACUATION PROCEDURES

The Department for Education and all schools have developed emergency evacuation guidelines.

A continuous blast of the siren signals an 'exit' emergency or drill is in progress. Please follow staff instructions if you are in the school at this time. *All parents MUST evacuate with the students in a drill or emergency procedure if on site.* An intermittent siren signals a Precautionary Building Confinement (PBC), *all students and parents must stay inside a building until the all clear is given.*



## 6. CLASS PROCEDURES

### 6.1 HOME LEARNING POLICY

Teachers may require that homework, appropriate to the age and ability of a child shall be done by a child attending a Government school. 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.

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

- Develop good study habits
- Show parents what is happening in school
- Utilise time effectively
- Reinforce work done in the classroom
- Work on revision and learning of school work
- Help with transition between primary and secondary school
- Consolidate and practice skills learnt
- Continue work or projects from class time



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.

### 6.2 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.

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, emails 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 a class re-think. Continuing behaviour may require an office re-think where the child is supported through a counselling process by leadership and a contract completed. This needs to be signed by parents and returned to the Front Office. A student exhibiting regular non-compliant behaviour may require a Behaviour Plan involving student, parent and teacher.

Failure to follow the yard rules may result in the student receiving a re-think, a session where counselling will occur and a re-think paper completed.

### 6.3 STUDENT ASSESSMENT

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 Student Record Folders and is cumulative from Reception to Year 6. On leaving the school, the folder will be sent to the new school if transferring to a Government school. These folders are confidential, but may be viewed and discussed with your child's teacher or the Principal on request.

## 6.4 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, please make a time to catch up with your child's teacher.

Term 1	Term 2	Term 3	Term 4
<u>Early Term 1</u> Meet and Greet Night	<u>Late Term 2</u> Written report covering social/work skills and academic achievement.	<u>Mid to late Term 3</u> Showcase of My Learning Students have an agenda of things to share with their parents. Work samples are displayed.	<u>Late Term 4</u> Written report with the same format as mid-year.
<u>Mid Term 1</u> NAPLAN tests for Years 3 and 5			
<u>Late Term 1</u> Parent/Teacher/Student Interviews			

*Along with these processes work samples are sent home for parents to see, sometimes in paper form and sometimes via Seesaw.*

## 6.5 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 the Department for Education.

Class lists are prepared considering the gender, academic, social, emotional and physical needs of individual children. Parents are invited to provide written information to the Principal to discuss the special needs of individual children (e.g. specific areas of need, learning styles). This information is considered when looking at the draft lists. The process for supplying information appears in Term 3 newsletters.

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 whenever possible.

## 6.6 SPECIALIST PROGRAMS

**Performing Arts:** Music, Dance and Drama is taught Reception to Year 6 by a specialist.

**LOTE (Language Other Than English):** Japanese is taught Reception to Year 6 by a specialist.

**Physical Education:** This is taught Reception to Year 6 by a specialist.

**Creative Arts:** This is taught Reception to Year 6 by a specialist.

## 6.7 TRANSITION TO SECONDARY SCHOOL PROGRAMMES

Students are given the opportunity in Year 6 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 Secondary School, Hamilton Secondary College, Mitcham Girls High School, Seaview High School, Plympton International College and a number of other secondary schools.

## 6.8 SUPPORT FOR STUDENTS

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. Mechanisms are put in place to assist students with verified disabilities. Other staff also work with classroom teachers on occasion to support learning needs.

Mechanisms include:

- Co-ordinating School 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 classroom support and sometimes work 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.

## 6.9 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

A trained teacher works with some 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 programs.

## 7. PARENTAL INVOLVEMENT

### 7.1 SCHOOL/PARENT COMMUNICATION

To ensure that you are up to date with all the latest information, we have the following communication tools for you to access.



**Facebook:** Glenelg Primary School

**Seesaw:** please contact your class teacher and request an invitation to join. This will give you access to your child's learning at school.





**Parent Portal:** to gain access, please email [DL.1017.info@schools.sa.edu.au](mailto:DL.1017.info@schools.sa.edu.au) ensuring to include the name and room number of the student/s. This will give you access to real time attendance, daily notices and school reports.

## 7.2 VOLUNTEERING

We really value all the wonderful ways volunteers assist in all sorts of ways at GPS. Volunteers help in the canteen, assist in classrooms, on camps and excursions, Parents and Friends committee and help out in so many other ways too.

The Department for Education have changed their volunteer policy and Glenelg Primary School, like all public schools, must comply with the changes. There are certainly some advantages to the new Department for Education policy, but some extra requirements for volunteers too.

The volunteer process is a 9 step process. Details on this process can be found on our website under volunteers or contact the Front Office for more details.

## 7.3 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. The Governing Council holds 2 meetings a term after hours.

**Governing Council is made up of a majority of parent members as well as representatives of the teachers and the leadership team.**

All Governing Council members are elected excepting the Principal. The Nominating Members will be elected by ballot from the school community. The Staff Representatives will be elected each year by peer ballot.

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

## 7.4 PARENTS AND FRIENDS COMMITTEE

The Parents and Friends Committee is a group of dedicated individuals who support bringing the school community together and assist in the running of school events and fundraising projects. Each term meetings are held in a non-formal setting and new members are welcome to join at any time.

You are welcome to email them on [parents.friends277@schools.sa.edu.au](mailto:parents.friends277@schools.sa.edu.au) if you are interested in joining.

**Thank you for your support with our Mothers Day Stall**

THE SUPPORT AND GENEROSITY FROM THE GPS COMMUNITY HELPED US TO RAISE OVER

**\$2,250**

## 7.5 GRIEVANCE PROCESS FOR PARENTS

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

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 is still unresolved:

Seek an appointment with a person from the leadership team, (let them know the subject of the meeting).

Results of the meeting may include the following:

- The situation is followed up
- 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
- The issue is resolved

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

If the school does not hear from you it is reasonable to assume 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 only 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.

**Note: 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.**

## 7.6 SCHOOL SECURITY

At time of writing, we are looking forward to this security work being undertaken soon. We have recently completed the installation of a state-of-the-art multi-view CCTV camera system around the school. The final designs for our new security fence are also complete, taking into account the multiple entry points and complex access requirements at the Diagonal Road entrance. The entire school perimeter should have the new fence installed with increased height and security prior to the start of school in 2024.

The School is frequently patrolled at night, on weekends and holidays by Police patrols. The school is alarmed.

Parents witnessing any infringement on school premises should phone the Police on 131 444. Please also report the matter to the Principal when possible.

## 8. SPECIAL PROGRAMS

### 8.1 LIBRARY

The Glenelg Primary School Library is a beautiful, dynamic and well-resourced space, led by a passionate library team.

The staff of the Glenelg Primary School library understand and undertake the responsibilities identified in the International Federation of Library Associations School Library Guidelines, UNESCO School Library

Manifesto, and the Australian School Library Association's Bill of Rights so that our staff can deliver all that is required to enable our students to become competent and confident readers and independent, efficient and effective creators and users of ideas and information.

#### **Student Borrowing**

Classes have regular borrowing times allocated to their classroom. Books must be returned within two weeks. Please note, students are not able to borrow if they have overdue books. Student's loans are as follows:

\* Years R-2 students: 2 books at a time

\* Years 3-6 students: 4 books at a time

Parents are also encouraged to borrow from our library. Please see library staff if you would like to be a community borrower, or if you are able to spare any time to volunteer. Help is always appreciated.

### 8.2 CANTEEN

The Canteen is overseen 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. It is opened each day of the week and the menu changes with the seasons.

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.

**You can contact the canteen on: 0428 938 979**

**Ordering Lunches:** Orders can be written on paper lunch bags (please include your child's name and room number) or orders can be made using the QKR app before 9am on the day.

Menus are available on our website or the Front Office.

*Volunteers are always welcome and no experience is necessary. Any amount of time you could spare would be very much appreciated. It is not necessary to make a long term commitment, a few hours here and there still helps. Canteen volunteers need to undertake the volunteer process already described.*

### 8.3 OUT OF SCHOOL HOURS CARE PROGRAM

Out of School Hours Care Program is held in the Cottage adjacent to Diagonal Road car park and is run through Happy Haven. Information can be found at <https://www.happyhaven.com.au/glenelg-home-page1/> or on 0416 796 542.



This programme is available for Glenelg Primary School students daily:

- Before school (6.30am-8.30am)
- After school (3.15pm-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 (school holidays program) is also available and details of the program are available from the O.S.H.C. building or the contact details as listed above.

#### 8.4 IN-SCHOOL PSYCHOLOGY

The In-School Psychology counselling service is provided FREE of charge, to families, as our service is bulk billed to Medicare or through the National Disability Insurance Scheme (NDIS) for eligible clients. The psychologists at In-School Psychology see children and adolescents who have a referral from their GP under Medicare's Better Access to Mental Health Care initiative, which allows the psychologist to provide 10 sessions per calendar year. Children/adolescents eligible under the NDIS do not have a limitation on the number of sessions they can have per calendar year. There is no out of pocket cost for any family using this service. If you are interested in this service, please contact the school in the first instance for further information.

#### 8.5 PASTORAL CARE WORKER

We have a Pastoral Care Worker (PCW) 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 PCW office is situated downstairs in the main building.

#### 8.6 INFORMATION TECHNOLOGY

At Glenelg Primary School, we see Technologies and Digital Technologies as an important part of the curriculum from Reception to Year 6. It is an important tool and set of skills that all students need.

All classes have access to both Windows and Apple devices. We encourage each student to use both platforms. From Reception, students are introduced to the Australian Curriculum Technologies Curriculum and the ICT Capabilities. This includes lessons in cyber safety, roles and responsibilities with digital technologies. Digital technology is integrated throughout the curriculum.

### 9. STUDENT OPPORTUNITIES

#### 9.1 LUNCHTIME CLUBS

There are opportunities for students to participate in a range of fun lunch activities throughout the year. Some of these activities include chess, Lego, art, hiragana and table tennis.



## 9.2 SMART PLAY

Smart Play is an R-3 lunchtime play programme that gives students the opportunity to be involved in a range of fun activities that encourage the use of positive language and help to teach skills that enable young children to independently solve problems, make new friends and be assertive and resilient whilst having fun in a group environment. A duty teacher and older peer mentors support the programme during lunch play times.

In addition to Smart Play, there are various other activities provided outdoors for students to participate in. Some teachers and many year 3-6 students elect to run these activities. The programme helps to develop leadership qualities and personal responsibility in our older students, whilst providing the other children in the school with an opportunity to have something fun to do during lunch play.

## 9.3 KIDS' COUNCIL

At the beginning of every year, each classroom (from Reception to Year 6) elects two students to be their Kids' Council class representatives. The Kids' Council is a student led decision-making group within the school.

The role of the Kids' Council is to work collaboratively on finding ways to make our school a better place. The council works as a team to raise issues, make recommendations on behalf of their class and creatively solve problems. The council also dedicates time to finding ways to organise events which allow for all students to celebrate success, have fun and raise money for charities, events and new school projects.

## 9.4 MUSIC

- **Choir:** Students can be involved in our Junior and Senior Choirs. There are a number of performances through the year including the Senior Choir performing at The Festival of Music at the Festival Theatre.
- **Instrumental Music:** The Department for Education Instrumental Music program conducts a weekly program at Glenelg Primary School for Year 3s and up. This is for 'stringed instruments' – Violin, viola, cello etc. Other instruments are offered via Brighton Secondary School for Year 5s and 6s, consisting of individual lessons with non-stringed instruments and band involvement.

## 9.5 SPORT

### 9.5.1 AFTER HOURS SPORTS

After hours sport is run by an external company - Kelly Sports.

Summer and Winter sports information is available on their website [www.kellysports.com.au](http://www.kellysports.com.au) and include details on all team sports, fees and registration details.

Sports offered include:

Basketball

Football

Soccer

Multi-Sport



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### 9.5.2 SWIMMING

As part of the curriculum all students have access to swimming/aquatics programs.

Rec – Year 2 students have swimming lessons at the State Aquatic Centre.

Year 3-5 students attend Surf at the Glenelg Surf Lifesaving Club.

Year 6 students have aquatic lessons at either West Lakes Aquatic Centre or Port Noarlunga Aquatics Centre.

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### 9.5.3 SPORTS CLINICS

Throughout the year students participate in a variety of sporting clinics brought into the school by the Department for Education and community groups.

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### 9.5.4 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 6 students and may involve parents transporting students to selection trials.

## 9.6 TRAFFIC MONITORS

Students in Year 5 and 6 are given the opportunity to be trained as school traffic monitors. Students must be trained by a police officer in order to be able to be a monitor.

The students are on duty in groups of three - from 8.30am to 8.45am and 3.15pm to 3.30pm. Students are on duty each morning and afternoon for one week a term and receive rosters to take home to help them remember their duty.

