SADDLEWORTH PRIMARY SCHOOL

PARENT INFORMATION BOOKLET 2014

PRINCIPAL: - Sheree Mader
Saddleworth Primary School
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SADDLEWORTH 5413

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Quality Relationships; Diversity; Achievement; Security; Enjoyment
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Dear Parents / Caregivers

Welcome to Saddleworth Primary School

This booklet has been written as an introduction to the policies and procedures of the Saddleworth Primary School.

Its principle objective is to provide this information to parents who may be enrolling a child for the first time with this school.

Further to this, the school aims to be an open place where parents in particular are welcome to discuss aspects of their child's schooling with the Principal and the staff. For these discussions to be as meaningful as possible, we do request however that arrangements are made beforehand to meet at a mutually convenient time. We invite and encourage you to become involved in the school community when you have time, in the activities in which you are interested.

As stated in our school philosophy, this school exists for its students. We strive to provide them with an enjoyable and challenging environment in which each student has the opportunity to develop to their fullest potential. The staff aim to nurture in children, a positive attitude toward learning and assist them to prepare to take their place in a world of rapid change.

We welcome you to join us in this most challenging and rewarding endeavour and trust that your association and involvement with the school will be a valuable one.

Yours sincerely
Sheree Mader
Principal
88474227
2014

1. Sixty one (61) students were enrolled on Tuesday, 28 January, 2014

2. **CLASS ARRANGEMENTS:**
   - Reception, Year One, Two Year Three, Four, Five Year Six, Seven

3. **TEACHING:**
   - Principal - Mrs Sheree Mader
   - Rec, Yr 1/2 - Mrs Jenny Shepherd/ Ms Kathy Cutting
   - Yr 3/4/5 - Mrs Joyleen Kenny
   - Yr 6/7 - Mr Ray Christie

4. **ANCILLARY STAFF**
   - SSO (Administration) - Mrs Noeleen Barber
   - SSO (Finance) - Mrs Rachel Schoenberg
   - SSO (Student Support) - Ms Lisa Battams
   - SSO (Student Support) - Mrs Anita McGarry
   - SSO (Student Support) - Ben Naughton
   - Groundsman - Bruce Thomlinson

5. **CPS WORKER**
   - Kristy Adams

6. **CONTRACT CLEANER**
   - Mrs Cindy Guttridge

7. **SCHOOL COUNCIL – until AGM**
   - Chairperson - Mrs Patsy Nourse
   - Secretary - Mrs Tracy Palmer
Saddleworth Primary School

WHS Induction

The following is a procedure for all staff, visitors and contractors who enter the Saddleworth Primary School site:

1. **All parents and visitors must report to the front office, where the following will occur:**
   - A visitor register will be read and signed and a badge issued.
   - Staff seeing visitors in the school will ask them to report to the front office.
   - Contractors will be asked to read and sign a form relating to WHS.

2. **TRT's will report to the office and receive a badge. They will be directed to the person in charge of relievers and given information relating to their duties for that day. When registering as a TRT for Saddleworth Primary School, temporary staff will be inducted into the operations of the school via a package which will include information on the daily running of the school and any pertinent WHS issues. A form will be signed by the new TRT to indicate they have been inducted for work as a TRT.**

3. **New permanent staff to Saddleworth Primary School will complete a staff induction form that will be maintained in the front office.**

4. **Canteen volunteers will need to read the procedure relating to working in the canteen before operating in the canteen area.**

5. **Contractors need to report to the front office on progress of task and/or need for future visits, and sign the appropriate documentation.**

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**NOTE:** Our school is a “LEVEL 2” school and will therefore be CLOSED on Catastrophic Fire risk days in the Mid North. Where possible a precautionary note will be sent to parents at least one day before and parents will be notified by phone after the 4.30pm Fire Ban announcement on the day prior to the declared Mid North Catastrophic Fire risk day. No school buses will run on that day.
FIRE EXTINGUISHERS - SADDLEWORTH PRIMARY SCHOOL

TRACTOR SHED

Hitting Wall – designated

VERANDAH

ABE

Fire Blanket
SCHOOL PHILOSOPHY

This school exists as a community for the benefit of the students.

We believe that it is essential for children to have a sense of belonging in a climate of warmth and mutual respect for all members of the school community.

The relationship between the teacher and the learner is of fundamental importance in this school and the staff will establish a climate which encourages all students to develop self-confidence, self-discipline and a positive attitude towards learning.

We will set out to provide a balanced curriculum, where children are valued as individuals and challenged to reach the maximum of their ability. Skills and understanding in literacy, numeracy, the arts, science and technology, physical sciences, IT, cultural education, physical education, computing and social education will help prepare students to interact positively in a world of rapid change.

This school will provide for a variety of teaching methods, including individual progression, group work and whole class activities to cater for the diverse range of learning styles of the students and to provide equal educational opportunities to all children.

Assessment procedures will encourage, assist and enhance the learning for all students and children will be involved in self-assessment as they gain a growing responsibility for their own learning and work habits.

Children will be included in decision making at both classroom and whole school level. The staff are committed to developing in children, the skills and attitudes necessary for them to make well-informed decisions which have a positive effect on themselves and others.

We will set out to provide a school which is a safe, caring and orderly learning environment where the rights of students to learn and teachers to teach are supported and protected. Therefore we will continue to develop a behaviour management programme which installs in students an acceptance of responsibility for their own behaviour.

We believe that parent participation in a child’s education is vital to develop a positive attitude towards school and learning. Parents are welcome to become involved in the many facets of school life both in the school and in the home.

Finally, the school staff will provide educational programmes which are consistent with current research on how children learn best. Through ongoing evaluation, and training and development we will develop as informed, highly skilled facilitators of educational principles.

Saddleworth School has adopted the DECD Healthy Eating programme. In doing so we have ensured that our Canteen sells only foods recognised as “Amber” or “Green”. Staff also follow the guidelines and therefore sweets, canned drinks and lollies are not given to students as rewards. We do have two “RED” days per term, as allowed by the Healthy Eating Guidelines. These days may be a special day such as a Sports Day or a Disco. Parents are encouraged to provide their children with lots of fresh fruit and vegetables and to check the amount of fat, salt and sugar in chips and crisps.

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HISTORY OF SADDLEWORTH SCHOOL


James Masters, to whom the township owes its beginning, was the first to provide a school in Saddleworth. This was built on allotment 39k given by Masters to Bishop Short for this purpose.

The first teacher was Leonard Samuel Burton, who arrived in South Australia from England on 12 April, 1850. Early in 1851 the Diocesan society appointed him teacher at Saddleworth’s tiny wattle and daub school. The Inspector’s report for June 1885 shows that Mr Burton’s licensed school was attended by 25 children. All children were taught reading, and all but four, writing and arithmetic. Less than one half enrolled for grammar, geography and history, the only other subjects taught.

Our first teacher did not stay in Saddleworth very long. In 1853 he began a long and distinguished teaching career in Gawler.

There is no record of Mr Burton’s immediate successor and it is even possible that Saddleworth was without a teacher for several years.

The next teacher on record was a Mr Elijah Gold, who was apparently regarded as quite a tyrant. In 1863 the Board of Education received a complaint from residents in the locality of Saddleworth who claimed that Mr Gold was too severe and tyrannical towards his students. The children were afraid of him and it was hard to get them to go to school and as a result attendance had fallen. In September 1865 Elijah Gold resigned his licence which was then transferred to a Mr W.H. Harry of Penwortham.

By 1868 the need for a new school-house was apparent. In April 1869, a public meeting was held in Siekmann and Moule’s Wheat Store to discuss the erection of a new school and residence.

Building operations probably commenced later that year and by March 1870 the new buildings had been completed at a cost of £418.11.8. This first public school building stood on what was in recent years, the front lawn of the principal’s residence (number 1, Hill Street).

After Saddleworth was connected to Adelaide by rail in 1870, the growth of the town accelerated. Within a few years the new school was crowded. In 1874 Saddleworth had enough children to support three separate schools - one public and two private. In this short time the newly erected school had been outgrown and new premises were required. Tenders for a new school were called and in October 1876 the contract was awarded to Messrs Sara and Dunstan of Burra. The contract price was £794.2.0.

After this second new school was opened on April 26 1877, the old schoolroom was divided into three extra rooms for the teacher’s residence. About 1928 the old school room and residence were demolished.

The average attendance at our school has fluctuated greatly. From Mr Burton’s mere handful in the 1850’s there was an upsurge to beyond the 100 mark, the result of expansion following the arrival of the railway. During the 80’s and 90’s there were several drops to 50 or 60, but by 1900 the figure had reached 90 again. From this crest there was a dramatic and alarming plunge to 40 within 10 years, largely due to the drop in the birthrate during the depression.
After World War 2 the figure gradually moved up again and in 1964 it passed the 100 mark for the first time in almost 100 years. In December, 1995 122 students were enrolled.

After tolerating for many years a school which was inconveniently situated and which had become increasingly overcrowded the Saddleworth School Committee decided in 1959 that the time had come to lodge a request for a new school. Early in 1965, it was learned that the second SAMCON school in the state would be erected at Saddleworth at a cost of £36,000.0.0.

The school was soon finished and on 1st November, 1965, it’s door opened to receive the children. The official opening had to wait until October 1966 when the then Minister of Education, the Honorable R.R.Loveday, performed this long awaited duty. The Administration area was upgraded in 2000

The Western Building (Reception/Year 1/2 classroom) was purchased new in 1987 and the Northern Building (Years 5/6/7 classroom) - a secondhand building transferred from Iron Baron in 1992. After extensive recladding this building was first used in Term 4, 1992. This building was reroofed, painted and recarpeted in January, 2001.

New playground equipment was purchased and erected at a cost of $9,000 in 1999.

In 2004, new airconditioners were installed in all classrooms except the transportable from Iron Baron.

An Investing in Education Grant of $73,697 was received in 2007. With money from the grant and the addition of some money from the School’s governing council, overhead shade and extensive playground equipment was purchased.

A further ISOP Grant of $36303 was received in 2008. This grant was used to convert a classroom into a Hospitality/kitchen with the provision of 2 stoves, ample cupboard and bench space, dishwasher and cooking equipment. The kitchen has been used weekly by groups of students.

2009/2010 BER (Building Education Revolution) and NSP (National School Pride) Grants were received from the Commonwealth Government enabling the school to install new fencing on the eastern side and in front of the school, the school painted inside and out, carpet in rooms 1 & 3, toilets tiled, extensions to the JP class, asphalt play area resurfaced, Artroom asbestos lino removed and replaced.

2012 saw the installation of 22 Solar Panels and the entire back Asphalt area resurfaced.

In 1999 a building, to be used as the new Kindergarten, was purchased by DECS from Legal Services and was placed on the western side of the school. This building underwent major renovation and remodelling before opening in 2000.
In South Australia, schools aim to help students develop:

* lively inquiring minds, a love of learning, and a willingness to apply effort to worthwhile tasks
* the ability to think rationally
* the use of the imagination
* powers of creative self expression
* powers of judgment
* physical and mental health
* self confidence, a sense of worth, and respect and consideration for others
* a coherent set of personal and social values and a commitment to them
* decision making and problem solving skills
* an understanding of themselves and their world
* competence in intellectual, social and physical skills
* knowledge of skills relevant to adult life and employment
* their IT skills to keep up to date with the trends of society

These general aims are pursued in many ways, particularly through the formal curriculum of the school. There are also informal influences, planned and unplanned, which affect the degree to which the school’s aims are realized. These include the quality of the school environment, parental relationships with school, organizational features of the school, the effects of peer group pressures, teachers’ attitudes and personal example.

It is the interaction between the teacher and the learner that is at the heart of schooling.

The quality of this relationship is the most important single factor in learning. The school exists to support that relationship and in turn depends upon the Education Department and the community for support.
ADMISSION & ENROLMENT PROCEDURES

ADMISSION OF STUDENTS:
This school has a policy of admitting children at the beginning of the term following their fifth birthday.

1. Children must be five years old before the term commences in order to start school.
2. Intake is Term 1 only
3. Parents of children who will turn five should advise the school of their child’s fifth Birthday so that negotiations can commence between the Principal, Junior Primary Teacher, SELC and Parents to determine the best time for their child to start.

Copies of forms to be completed on enrolment are enclosed. It should be mentioned that there is no legal compulsion for a child to attend school until the age of six.

From January 2014 SA Primary Schools will have a single intake and students turning 5 after 31st April will not be enrolled until the following year.

CLASS ARRANGEMENTS
In 2014 it is anticipated that classes will be organised as follows:
- Reception, Year One, Two
- Years Three, Four, Five
- Years Six and Seven

Each class consists of a composite grouping of year levels and this has been necessitated by the need to establish classes of a reasonable size given the limitations placed upon the school by the level of staffing.

This arrangement will undoubtedly change over the years as it reflects enrolment trends and expertise of teachers on the staff. However, every effort will be made to avoid making changes to class arrangements through the year as it is considered to be unsettling to the children.

THE FIRST WEEKS OF SCHOOL

It is an important step when your child starts school, a sign of the next stage in their development. It’s also an important time for you as a parent. You establish a relationship between your family and the school. You exchange information with your child’s teacher and you each gain new understanding.
THE FIRST WEEKS OF SCHOOL (continued)

Children have a natural desire to learn. A five-year-old has already gained a great deal of knowledge and many skills. Children are eager to learn new things and practise new skills. They have high expectations of school and need to feel successful in order to maintain their enthusiasm for learning.

No two children are the same. They come from different backgrounds and have different abilities. This influences the way in which they will respond to the new learning experiences provided by the school.

When they begin school, children are in unfamiliar surroundings and meeting new people. They need time:

* to take responsibility
* to become independent
* to talk
* to play
* to discover
* to practise
* to delight

It is during Reception (the whole or part of the first year of school), that teachers and children have the time to:

* Listen
* Observe
* Plan
* Challenge
* Care and encourage
* Get to know your child

The terms Reception and Year 1 do not necessarily refer to the level of work or to the stage of development of a child, but to the length of time a child has been at the school. Teachers work with a set of curriculum guidelines and expectations but they find that at any given time children will display a range of ability and maturity.

In the Junior Primary years teachers plan programmes and use methods designed to match the needs of young children. Programs, based on teachers’ knowledge of the way children learn and develop, place importance on

* the basic skills of numeracy and literacy
* the communication and problem solving skills
* skills for social living

Children are encouraged to take an active role in their own learning. They have the opportunity to experience and express themselves through language, drama, music, dance and art, and to become more competent in motor skills.
PROMOTION IN THE JUNIOR PRIMARY SCHOOL:

It is DECD policy that children enrolling in Government Schools have between ten and thirteen terms in Junior Primary classes, that is Reception, Year 1 and Year 2.

Depending on the date of admission, the progress of children will follow these patterns:

* Children admitted at five years of age in February will have 4 terms in Reception.

This will of course change in 2014

Flexibility

In exceptional cases the length of time that particular children will spend in Junior Primary classes may be varied through discussions between parents and teachers and the Principal with advice from guidance officers if appropriate.

This might apply to children who have begun school close to six years of age or to children with special social, emotional, physical or intellectual needs. Decisions, taking age and maturity into account with reference to Department guidelines, may favour proceeding to Year 3 after completing only eight terms of Junior Primary education or staying longer than thirteen terms.

SCHOOL AND KINDERGARTEN – A TEAM

Saddleworth Primary School and the Saddleworth Early Learning Centre are now situated on the same site. However they continue to work as separate entities and have separate management. The Kindergarten operates on Mondays, Wednesdays and Fridays. The Kindergarten provides preschool experience for students from Auburn, Manoora and Watervale, as well as those from Saddleworth.

The School and the Kindergarten work closely together and during the year students from the Kindergarten visit our Junior Primary class. This makes the transition from Kindergarten to school easier for those students who attend Saddleworth School.

Kindergarten students who live on the Waterloo to Saddleworth bus run are permitted to travel on the school bus, provided there is sufficient room.

The Kindergarten has a separate phone number – Ph 88474250

Kindergarten staff are:
Barbara Germein - Director
Jayne Tilley - ECW
SCHOOL TIMETABLE:

Is organised as follows:

- 8.30am - Teacher on duty
- 8.55am - Lessons commence
- 10.55am - Recess
- 11.15am - Lessons resume
- 12.30pm - Lunch. Children are required to stay with their classroom teacher.
- 12.45pm - Play period commences
- 1.25pm - Play period ends, children wash hands etc.
- 1.30pm - Lessons resume
- 3.30pm - Children dismissed
- 4.00pm - (or until bus arrives) - Teacher supervision ceases

Parents are reminded that the school yard is supervised from 8.30am until 4.00pm and that the school can not accept responsibility outside of these hours.

TERM DATES

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<tr>
<td>2014</td>
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<td>Term 1</td>
<td>28 January – 11 April</td>
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<td>Term 2</td>
<td>28 April  – 4 July</td>
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<td>Term 3</td>
<td>21 July   – 26 September</td>
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<td>Term 4</td>
<td>13 October – 12 December</td>
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<td>2015 Term 1</td>
<td>27 January – 10 April</td>
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CURRICULUM:
The following areas of study are presently taught at this school. Guidelines are also given to indicate approximately how much time is spent each week on these subjects.

1. **The Arts**
   Students are involved in experiences which bring together content, processes and conceptual understandings of each of the art forms of Dance, Drama, Media, Music and Visual Arts. Students acquire a range of skills, knowledge and understandings, which will provide them with the opportunities to be Arts creators, presenters, critics and theorists.

2. **English**
   Students study classic, contemporary and popular literature, mass media, everyday texts and the use of English language. Students’ proficiency in speaking, listening, reading, writing and viewing in a range of contexts, using Standard Australian English is developed. Students learn about the structures and features of written, spoken and visual English and develop an understanding of the purpose, subject matter, ways of communicating and the roles and relationships between speaker or writer and the audience on the choice of language. Our school has a 2 hour Literacy policy, whereby from Monday to Thursday, the first 2 hours of the day are spend doing Literacy.
3. **Health and Physical Education**
Students are involved in physical activity and an application of knowledge about themselves within the context of health and healthy living. They learn about living in a community, promoting a healthy society, developing relationships, caring for themselves and others, keeping safe and building a sense of self-worth. Students develop the knowledge and skills to deal with sensitive issues about life and living, such as growing and changing, dealing with emotions and feelings and being physically active. They learn about making choices and being aware of others and their rights.

4. **Aboriginal & Cultural Studies**
Studies in this area incorporate Aboriginal culture and indigenous Australian languages, classical languages and Australian Sign Language.

5. **Mathematics – Number & Algebra plus Measurement & Geometry**
Students develop the knowledge and understanding of mathematical concepts, their application and their relationship to social and technological change. They learn mathematical skills and processes through the study of space, number, measurement, chance and data and algebra. Students learn to make decisions and solve problems, and use technology to analyse, interpret, apply and communicate mathematics.

6. **Science**
Students develop an understanding of the role of science in society, together with scientific knowledge and skills. They learn scientific processes and methods, as well as the concepts which help them solve questions about the physical, biological and technical world. Students use their study of science to contribute to decision making about public science policies, to appreciate the achievements of Australian scientific research and to make decisions about the further education, careers and other life options.

7. **History & Geography**
Students develop their knowledge and understanding of their own society, other societies, local and global environments and of relationships between environments and societies. Students deal with significant matters such as values, ethics, social justice and ecologically sustainable development. They are actively involved in gaining knowledge, developing skills and making decisions and choices that enable them to participate as active and informed citizens in a democratic society and within a global community.

8. **Technology**
Students develop and are involved in the purposeful application of knowledge, experience and resources to create products and processes that meet human needs. Students design, make and appraise using a range of materials, information and systems. They develop skills that enable them to learn about, through and with technology and make decisions about processes and products based on a range of factors, which will influence their personal and community decision making.
### TABLE

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<th>R, 1, 2</th>
<th>3, 4, 5</th>
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<td>Japanese</td>
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### DISCIPLINE:

Discipline is an educational process, which teaches responsibility. The most effective discipline, like the best health care, is preventative. Teachers who strive to involve students in the educational program in a positive way by encouraging and recognising student’s contributions will have less misbehaviour to deal with.

However, preventative work alone will not entirely eliminate misbehaviour and teachers all require some system to deal with it. The following policy will be followed by teachers at Saddleworth Primary School.

- All children have a right to learn.
- All teachers have a right to teach.
- We all have the right to feel safe all of the time
  - our bodies safe
  - our feelings safe
  - our property safe

### Therefore

**CLASSROOM POLICY**

We expect each other to -

* Be polite and considerate with one another
* Listen and help each other
* Be patient and kind
* Be cooperative and honest
* Accept each other by being friendly
* Respect each other and each other’s property
* Be responsible for our own actions and understand the consequences of actions which are not appropriate
* Try to do the best we can
* Treat others as we would like to be treated

We can reach these expectations if we abide by class rules made by classes at the beginning of the school year.

Strategies -

* Teachers, students and parents form classroom and yard expectations and rules.
* Teachers discuss what is appropriate behaviour
* Teachers model appropriate behaviour
* Teachers set high expectations for children
* Teachers are consistent
* Teachers enforce the following consequences for inappropriate, violent or disruptive behaviour.

Consequences for inappropriate, violent or disruptive behaviour

1. Warning
2. Isolation
3. If a child is disruptive while at the time-out table, child will be sent to the Principal’s office and will miss out on the next recess or lunch break
4. If a child offends twice to step 3 within a short space of time, a note will be sent home.
   Further steps, as per the school’s “Discipline Policy” may be taken or furthermore, the suspension, exclusion and expulsion (SEC) process will follow as per DECD guidelines.

SADDLEWORTH PRIMARY SCHOOL - YARD RULES

We can reach our school expectations if we abide by the following yard rules....

1. Students must use a cup when drinking from the tank.
2. Students must not eat or drink while using a computer.
3. Students must stay in school grounds unless they have permission from a teacher to leave.
4. Students stay seated while eating lunch, may play after the 1.45pm siren.
5. Students are not allowed inside classrooms during playtime unless they have permission.
6. Students may not use computers during recess or lunchtimes.
7. Students will follow instructions as given by adults.
8. Students will not harass others physically or verbally
   7.1 no teasing
   7.2 no fighting
   7.3 no swearing
8. Students must play in play areas not in ‘out of bounds’ area.
   8.1 front of school
   8.2 SELC and it’s garden area
   8.3 “golf links” area by the River

9. Students will care for school property, grounds and equipment
   9.1 students must not litter
   9.2 students must not leave sports equipment out
   9.3 students must not damage any property

10. Students must not climb trees

**Consequences for Inappropriate Yard Behaviour**

Similar to those for inappropriate classroom behaviour.

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**SCHOOL UNIFORMS:**

A school uniform exists and parents are asked to encouraged students to wear school uniform as we believe it enhances the child’s identity with the school and develops a feeling of being proud to be a student of the school. *Parents are also asked to support students to wear appropriate clothing – a hat which covers the face, ears and back of the neck, covered shoes or sandals – no thongs, clothing which covers the shoulders – no singlet tops or string shoulder tops or dresses.*

***Students are not permitted to wear make-up at school.***

The following guidelines are provided:

**Boys:** Blue Polo shirt (short or long sleeve)
Blue school Polo top
Navy school shorts, or navy trousers
Navy school hat

**Girls:** Blue polo shirt
Navy bootleg pants
Blue school Polo top
Navy school shorts or skort
Blue check uniform -Uniforms may be ordered from school
Navy school hat

Saddleworth Polo shirts, school shorts, windcheaters and hats are available through the school and can be purchased by contacting the School Services Officer. All children should have a polo shirt as it is part of their sports uniform to be worn during Inter-school Sports Days.

**Footwear:**
During the summer months, leather sandals are a suitable alternative to conventional shoes. Rubber thongs are **NOT** acceptable.

**SPORTS UNIFORM**
Navy shorts or footy shorts
Navy sports skirt / skort / shorts
Blue school polo shirt

LOST PROPERTY
All lost property is stored in the front room, behind the door. Please assist us in being able to return “lost property” by clearly labelling your child’s belongings, and by encouraging your children to show responsibility towards their possessions.
“Lost” property is cleared at the end of each year and put in the Mission box at Riverton or Saddleworth.

HOMEWORK
We believe that homework:

1. Fosters children’s self-discipline and encourages them to accept responsibility for their own learning.
2. Helps to develop independent study skills.
3. Helps to keep parents informed.
4. Involves parents in assisting with their child’s learning.
5. Provides children with an opportunity to catch up work not completed at school.
6. Reinforce skills, concepts learnt at school.

For these reasons, the following guidelines with regard to the setting of homework will be followed:

- Junior Primary - minimal, usually only oral.
- Middle Primary - 15 minutes, three-four nights a week.
- Upper Primary - 30 minutes, four times a week. Music students therefore have one free night when they can do concentrated practice.
- Children in the Upper Primary class will be required to keep a diary in which homework should be entered whenever set. Parents are asked to initial this entry each night after ensuring that the homework has been satisfactorily completed.
- The diary will be checked at regular intervals and signed by the teacher at the end of each week. Set homework will be checked wherever necessary the following day.
- If homework has not been completed, an explanation should be made to the teacher (a note from the parent in the child’s diary would be appropriate in the Upper Primary class).
- If no adequate explanation is forthcoming the child may be required to complete the set homework at recess or lunchtime.
ASSESSMENTS AND INTERVIEWS:
At present the following format is used:

1. Interviews for all families prior to end of term one. Three way Interviews are held in Term three.
2. Written Reports will be sent home at the end of Term two and Term four.
3. In addition, parents are encouraged to discuss with class teachers or the Principal, any aspect of their child’s schooling throughout the year. The most constructive way to do this is to contact the school to arrange a time such that the members of staff involved, can be adequately prepared and free of other commitments.

Further to this, an Open Day has been held in recent years in March, to give parents the opportunity to visit the school, and for teaching staff to outline aspects of their teaching philosophy, program and classroom methodology.

BANKING:
Provision is made for children to operate a savings account with the State Bank of South Australia. **Tuesday** is our Bank day. Arrangements can be made to open an account for your child by contacting the Manager of the local branch of the State Bank of SA or see Noeleen. Money and Books are sent to the Front Office each Tuesday morning.

The school actively encourages children to use this opportunity to save as we believe it promotes the development of thrifty habits and an awareness of the value of money.

BIKES:
Students who ride to school are to get off their bikes and walk their bikes over the school crossing and in the school yard. Students are not to ride in the school grounds during school hours.

BUS TRANSPORT
Children from outlying areas east of Saddleworth may be permitted to travel on a bus owned by Mr Leon Schwarz, which is contracted by the Education Department to provide transport for children attending both Saddleworth Primary School and Riverton District High School. In order to be eligible the following conditions must comply:

1. The student must live more than 4.9km from the school they will attend.
2. The bus they intend travelling on should service the nearest bus route or the nearest school to their home. No student is permitted to travel on a school bus which is not their nearest bus or does not transport them to their nearest school.
3. A code of conduct must be abided by and unacceptable behaviour may result in a student being suspended from travelling on the bus for a period of time.

- **Children are to wait on the front lawn, and not on playground equipment or in classrooms.**
- **Bus students not intending to go home by bus must let the teacher on yard duty know they are leaving the school and with whom they are travelling.**
- **Non bus students (those waiting for siblings on bus or late parents) are to wait on the seat on the western side of the main door.**

Further information regarding bus travel can be obtained from the Principal.
CAR ALLOWANCE
Parents who have to drive their child 5km or more and have no Bus or school available may apply for a Car Allowance from DECD. Applications are available at the front office.

CANTEEN
The school operates a small canteen with children from Years 6 and 7 processing orders and serving under the supervision of the School Services Officers and the Principal.
Our school has adopted the DECD Healthy Eating Guidelines and a draft Healthy Eating Policy has been drawn up. Foods from the RED groups will be available twice a term only.
Parents will be kept informed of items for sale and current prices throughout the year, via the newsletter. **Children wishing to order should have an envelope with their money, stapled to a bag with the order written on it, ready to place in the canteen order container.**

All purchases must be ordered by 9.15am each morning. On Tuesday to Friday food available will be pies, pasties, sausage rolls, pizza, various pastas, 99% fruit juices and flavoured milk. On most Mondays students will be able to order Monday Specials. A Healthy options Monday Special list will be sent out early each year. We urgently need parents to help prepare the Monday Specials.

**Toasties from home will no longer be heated at the school.**

The canteen is not open for recess or across the counter purchases.

DEODORANT
Students are NOT to bring SPRAY DEODORANT to school. Some people are allergic to this and it can trigger an Asthma attack.

CHRISTIAN PASTORAL SUPPORT WORKER
In 2008 a Christian Support Worker was appointed to the school. Our CPS has been, working in class, providing lunch time activities for students, and providing reward activities for “Students of the Week”. Kristy Adams has been appointed for 2014 and will be here on Thursdays.

EXCURSIONS :
From time to time educational excursions are planned to enhance children’s understanding of a particular unit of work being undertaken or simply to contribute to a child’s intellectual, emotional or social development. You will be advised in advance when such occasions are planned. Consent will be sought by having you sign a form used for this purpose and usually a fee for travel and admission charges will be required. On some occasions it may be necessary to use private cars.

Your help with prompt return of consents and money helps the front office and staff to arrange bookings and payments, and is much appreciated.

DRUGS AND MEDICINES :
Parents are advised that strict procedures should be adhered to if teachers are asked to administer drugs or medicine to a child whilst at school. **Written instructions** should be forwarded to the class teacher and the child should be instructed to hand the medication to their class teacher as soon as
possible. One member of staff will then be delegated the responsibility of collecting such medication and administering it as required. Under no circumstances will an analgesic be given.

**ILLNESS OR ACCIDENT:**
When a child becomes unwell at school, the class teacher will, after consultation with the Principal, decide whether the child should remain at school or whether parents should be contacted to come and collect the child.

If the decision is to keep the child at school, they may be instructed to rest in the sickroom where a member of staff will be responsible for checking on them from time to time. Further to this, a note will be sent home with the child advising that he/she has spent some time in the sick bay and what the nature of the complaint was.

If a child is injured whilst at school and the injury in our judgment requires medical attention, the following procedures will be adopted.

1. If the injury is serious, medical help will be sought immediately and the parents will be advised as soon as possible.
2. If there appears to be no urgent need of medical assistance, the parents will be contacted and asked to assume responsibility for arranging for their child to see a doctor.

In either case, the parent will be responsible for any medical, or hospital expenses incurred.

**INFECTIOUS DISEASES:**
Regulations under the Education Act require that the following minimum periods of absence from school be adhered to in the event of your child contracting any of the following diseases:

1. **CHICKEN POX**: Excluded until all lesions have crusted, there are no moist sores and the person feels well.
2. **CONJUNCTIVITIS**: Excluded until appropriate treatment has commenced and discharge from eyes has ceased.
3. **HEAD LICE**: At least until day after appropriate treatment has commenced.
4. **IMPETIGO** (School Sores): Excluded until effective medical treatment has commenced. Any sore on exposed surfaces should be covered with a dressing.
5. **GERMAN MEASLES** (Rubella): Excluded until fully recovered or for at least four days after onset of rash.
6. **MEASLES**: Should be excluded for at least 4 days after onset of rash.
7. **MUMPS**: Exclude for nine days or until swelling goes down.
8. **RINGWORM**: Excluded from school until the day after appropriate medical treatment has commenced. Lesions on exposed skin surfaces should be covered with a dressing.
9. **SCARLET FEVER**: Excluded until appropriate treatment has been given for at least 24 hours and the person feels well.

**STUDENT ABSENCES:**
Children between the ages of 6 and 15 years are under compulsion to attend school. If your child is absent, a note must be sent with them on their return to school to explain the reason for their absence. In some circumstances, it may be permissible to allow children to be away
from school to accompany their parents on a holiday etc. Where this is known in advance, it would be useful to advise the child’s teacher at an early date so that approval can be given and where appropriate, some work set for the child to do during their absence.

**NEWSLETTER:**
This is sent home regularly every fortnight on a Tuesday. Our policy is to give them to the oldest in the family at school. The Newsletter may also be accessed from the school website – http://www.saddleps.sa.edu.au

**PARENTAL INVOLVEMENT:**
The school welcomes and encourages parents to be involved in the school. Indeed in some respects we depend on parental support and in other ways the school program is enriched by their participation. You may wish to consider becoming involved by:

1. Attending Governing Council meetings.
2. Participating in one of the sub-committees.
3. Assisting with teaching programs, electives, physical education.
4. Participating in School Open Days and any celebratory events throughout the year.
5. Assisting with fund raising.
6. Attending working bees

**PARKING / PICKING UP STUDENTS**
All children (except bus students) are to leave and enter the school via the gate in front of the school and to cross the road at the school crossing. We ask that only bus students use the small gate by the Kindergarten as the road crossing there is very busy with people doing “U” turns, turning right/left entering Saddle Rd, etc. It is also impossible for staff to monitor students exiting both gates.

**Students are to wait until the road is clear before crossing.**

Yellow lines painted on the road indicate the NO PARKING area.

Parents are reminded that the roads in the vicinity of the school have a *25 kph speed limit*. A reminder that town students are to go **home immediately**. Non bus students (those waiting for siblings on bus, or late parents) are to **wait on the seat** on the western side of the main door.

**Please, help keep our students safe!**

Yellow lines painted on the road indicate the NO PARKING area. Clare and Gilbert Council have advised us that a expiation fee of $80 will Apply to vehicles illegally stopping along yellow lines alongside of the school Crossing.
SCHOOL CONCERT:
An end of year concert is held in the Institute, usually in the last week of school. Children from each class prepare a number of items during normal school time and these are presented to parents and the community in general who are most welcome to attend.

SCHOOL CARD - GOVERNMENT ASSISTED SCHOLARS:
Financial assistance is available from the Government for families of limited incomes. All families who have a current Centrelink Customer Reference and a declaration by the applicant that their combined gross family income falls within the School Card income limits automatically eligible for school card. To claim, please complete the declaration available from Noeleen. If you do not have a health care card etc, but wish to apply for School Card please see the Principal (Neil) or Noeleen. All applications will be treated as confidential.

School Card benefits are paid directly to the school and credited to approved students. Benefits are used to pay School Fees.

SCHOOL FEES
A statement of school fees is sent home with each child soon after they commence school or at the beginning of each school year. Fees for 2013 are $150. School Fees which meet DECD guidelines and approval, may be legally recovered.
A Finance Committee, consisting of representatives from School Council, Principal and the Secretary will meet in October of each year to determine how much the school fees should be for each year.

MONEY COLLECTION
All return notices and monies are dealt with first thing in the morning. 
Monies are sent to the office each morning, although you are welcome to bring large amount directly to the front office at any time.
If you are sending money to school could you make sure that it is in an envelope, clearly labelled with your child’s name, class and purpose of the money.
Receipts will usually be attached to the next newsletter.
Payment for specific items may be made in instalments or outside the general expected date. Please negotiate instalments with the Principal
Cash is not held in the school overnight.
Our school does not have credit card facilities. Payment may be made by cash, cheque or Electronic Fund Transfer.

SCHOOL PHOTOS
During the school year photos of student activities are often taken for either display in the classroom and for use as a record of activities taken by students. Photos on occasion may be used in the local newspapers, or the school magazine. At the beginning of each year parents are asked to sign a consent for their child/children to be photographed and the photos displayed or published. If you prefer that your child/children do not have photos taken and displayed, please complete the appropriate section of the consent form.
Class photos are taken annually by professional photographers. There is no compulsion for parents to purchase these. Parents will be advised when class photos are to be taken.

**SCHOOL HEALTH SERVICE:**
A School Dental Clinic exists at Clare. Children are checked by the School Dentist at various times during their schooling or can attend as the need arises. This service is free to parents. Clinic phone number 8842 2288

**SCHOOL SUPPORT SERVICES:**
The Minister of Education is represented in this area by the Regional Director of Yorke & Mid North. The regional office is located in Clare. A number of advisory and support services are provided by the Regional Office: At present these included:

1. Guidance officers to assist in providing for children who are experiencing some difficulties at school.
2. Special Education Teachers to assist classroom teachers in developing programs for children with specific learning problems.

Teachers may seek the support of any of the above to improve the quality of their instruction. If assistance is required specifically for your child, you will be notified of this and arrangements can be made for you to meet and talk with the support personnel requested to help with your child.

**SMOKING:**
In line with Government legislation our school is a “SMOKE FREE” area 24 hours each day. Parents and visitors are asked to abide by this law and refrain from smoking on school grounds at any time including sporting events after school hours.

**SPORTS DAYS:**
This school participates in the Gilbert Valley Sports Association and as such is involved in a Sports Day (usually in September) each year against other participating schools, ie Tarlee, Manoora, Owen and Hamley Bridge.

Children are expected to be attired in their sports uniform on this day, ie Navy sports shorts, Navy footy shorts or Navy sports skirts, blue school polo shirt, and sandshoes or sneakers.

An *internal sports day* is held in third term. This has been organised along similar lines to the Inter-School Sports with children competing in House groups. House groups are Horrocks, (red), Gilbert (blue) and Masters (green).

**SUNSAFE POLICY**
Australia has the highest incidence of skin cancer in the world with 140,000 new cases and 1,000 deaths recorded each year.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Most of the damage occurs during childhood and adolescence. Research suggest that severe sunburn is a contributor to skin cancer and other forms of skin damage. Most skin damage and skin cancer is, therefore, preventable.

Schools can help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the school community to take effective skin-protection measures.
AIMS
1. develop positive attitudes towards skin protection
2. develop personal responsibility for and decision making about skin protection
3. change lifestyle practices which can help reduce the incidence of skin cancer

PROTECTION STRATEGIES
1. Teachers will schedule outdoor activities before 11.00am (Term 1 & 4)
2. SPF30+ broad spectrum, water-resistant sunscreen will be available for children in classrooms
3. Outdoor activities will be held in areas of shade whenever possible
4. Children will have access to classrooms at recess and lunch on days of extreme temperature.
5. Teachers will incorporate programs on skin cancer prevention in their curriculum
6. Staff will be encouraged to act as role models by practising Sun Smart behaviour
7. Reinforce regularly the Sun Smart Policy in a positive way through newsletters, parent meetings, assemblies
8. Children should wear hats and will be encouraged to do so
9. Children will wear hats on organised school excursions.

At the beginning of each year parents will be asked to sign a consent for their child/children to use the Sunscreen provided by the school or whether, due to sensitivity to certain Sunscreens or other reasons, they prefer to provide their child/children with their own sunscreen.

SUPERVISION OF SCHOOL GROUNDS:
Teachers are required to provide supervision in the school yard from 8.30 am until approximately 3.50 pm in the afternoon (ie when the bus has picked up those children who travel on it). During this time, a member of staff will be present to ensure that reasonable standards of behaviour are maintained and that assistance to any child injured in the school yard is rendered.
The school can not accept responsibility for children in the yard outside of these times.

USE OF SCHOOL YARD OUTSIDE NORMAL SCHOOL HOURS:
Children and other members of the community are permitted to use the school yard during this time, providing it is understood that every effort should be made to care for and protect the school property and that no supervision by school staff will be provided.
We ask that all people using school premises treat our buildings and equipment with respect and that Parents provide suitable supervision.

TERM TIME SWIMMING:
The Education Department provides term time swimming instruction for all children at this school. Lessons will be undertaken during weeks seven and eight of term 4. Students travel to and from Riverton by bus.

Lessons are held at the Riverton Swimming Pool. Instruction is provided by qualified swimming instructors appointed for this purpose.
**GRIEVANCE PROCEDURE**  
Good relationships within the school give children a greater chance of success. However in the event of a grievance, the following guidelines may be used.

**Principles of our policy**
- Everyone should be treated with respect
- Meetings to discuss grievances will be suspended if any person(s) behaved in an insulting or offensive manner

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<thead>
<tr>
<th>STUDENTS with a grievance could</th>
<th>PARENT(S) / CAREGIVER with a grievance could</th>
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<tr>
<td>STEPS:-</td>
<td>STEPS:-</td>
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<tr>
<td>1. Talk to the person about the problem.</td>
<td>1. Arrange a time to speak to the relevant teacher(s) or the Principal about the problem</td>
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<tr>
<td>2. Talk to a teacher or S.S.O. about the problem at an appropriate time.</td>
<td>2. Please do not enter school classrooms or offices about a major grievance without prior arrangement</td>
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<td>3. If you feel uncomfortable, speak to someone 'who you feel comfortable with.’</td>
<td>3. Please do not enter school yard and approach students about a problem. See the relevant teacher or Principal</td>
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<td>4. If issue is unresolved, speak to your parent(s) / caregivers.</td>
<td>4. Let the teacher know what you consider to be the issue</td>
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<td>5. Allow a reasonable timeframe for the issue to be addressed.</td>
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<td>6. If the grievance is not addressed arrange a time to speak with the Principal.</td>
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<td>7. If you are still unhappy, please arrange a time to discuss the issue with the Assistant Regional Director Yorke &amp; Mid North Regional Office.</td>
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To provide parents and staff with quality time to discuss any problems, parents are encouraged to make an appointment (either by phone or communication book) to see either teachers or Neil before coming to discuss any problem or grievance.
SADDLEWORTH PRIMARY SCHOOL GOVERNING COUNCIL:

Meets monthly (on a Monday) at 7.30 pm (or time agreed upon) at the school.
Consists of the following:
1. Parents elected at the AGM
2. Staff representative
3. Principal

Sub Committees
1. Finance – meet approximately once a month before Governing Council meetings
2. Canteen – meet once a term
3. Fundraising – meet as required
4. Grounds and Buildings – meet as required
5. Review & Planning – meet as required

The AGM is held in Term 1. All parents are urged to attend this meeting. Councillors are elected for a two year term. Approximately half the positions become vacant each year

Functions of the Governing Council:-

1. Involve the school community in the governance of the school by:
   1.1 providing a focus and a forum for the involvement of parents and the school community
   1.2 ascertaining the educational needs of the local community and the attitude of the local
       community to educational developments within the school; and
   1.3 ensuring that the cultural and social diversity of the community is considered and particular
       needs are appropriately identified
2. set the broad direction and vision of the school
3. strategic planning for the school including:
   3.1 developing, monitoring and reviewing the objectives and targets of the strategic plan; and
   3.2 considering, approving and monitoring human resource and asset management plans
4. determine policies for the school including policies for the safety, welfare and discipline of
   students
5. determine the application of the total financial resources available to the school including the
   regular review of the budget
6. monitor and review the Services Agreement
7. report to the school community and the Minister on:
   7.1 the strategic plan
   7.2 the finances of the school
   7.3 operational plans and the Council’s operations
8. the Council must be responsible for the proper care and maintenance of any property owned by
   the Council
9. the Council may perform such functions as necessary to establish and conduct, or arrange for the
    conduct of:
   10.1 facilities and services to enhance the education, development, care, safety, health or welfare
       of children and students
10. the council may raise money for school related purposes
11. the Council may perform other functions as determined by the Minister
12. the Council may do all those acts and things incidental to the exercise of these functions
13. the Council’s functions must be exercised in accordance with legislation, administrative
    instructions and this constitution.