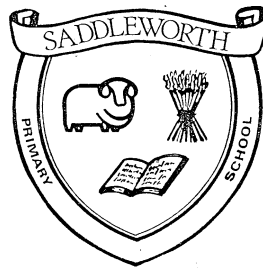




Government of South Australia
Department for Education and
Child Development

Quality Relationships; Diversity; Achievement; Security; Enjoyment

SADDLEWORTH PRIMARY SCHOOL



PARENT INFORMATION BOOKLET 2016

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SADDLEWORTH 5413

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SADDLEWORTH PRIMARY SCHOOL

OUR VALUES

QUALITY RELATIONSHIPS
DIVERSITY
ACHIEVEMENT
SECURITY
ENJOYMENT

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 aims 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



2016

1. Fifty five (55) students were enrolled on Monday, 1st February, 2016

2. **CLASS ARRANGEMENTS:**

Reception, Year 1 & 2
Year 3 & 4
Year 5, 6 & 7

3. **TEACHING:**

Principal
Rec, Yr 1/2
Yr 3 & 4
Yr 6/7
Literacy Intervention

- Mrs Sheree Mader
- Mrs Jenny Shepherd/ Mrs Kathy Cutting
- Mrs Joyleen Kenny/Mrs Christine Schmaal
- Ms Zoe Hier
- Mrs Kathy Cutting

4. **ANCILLARY STAFF**

SSO (Finance / Admin)
SSO (Admin)
SSO (Student Support/Library)
SSO (Student Support)
Groundsman

- Mrs Rachel Schoenberg
- Mrs Kristin Griffiths
- Ms Lisa Battams
- Mrs Anita McGarry
- Mr Darren Heffernan

5. **PCW**

- Mrs Christine Schmaal

6. **CONTRACT CLEANER**

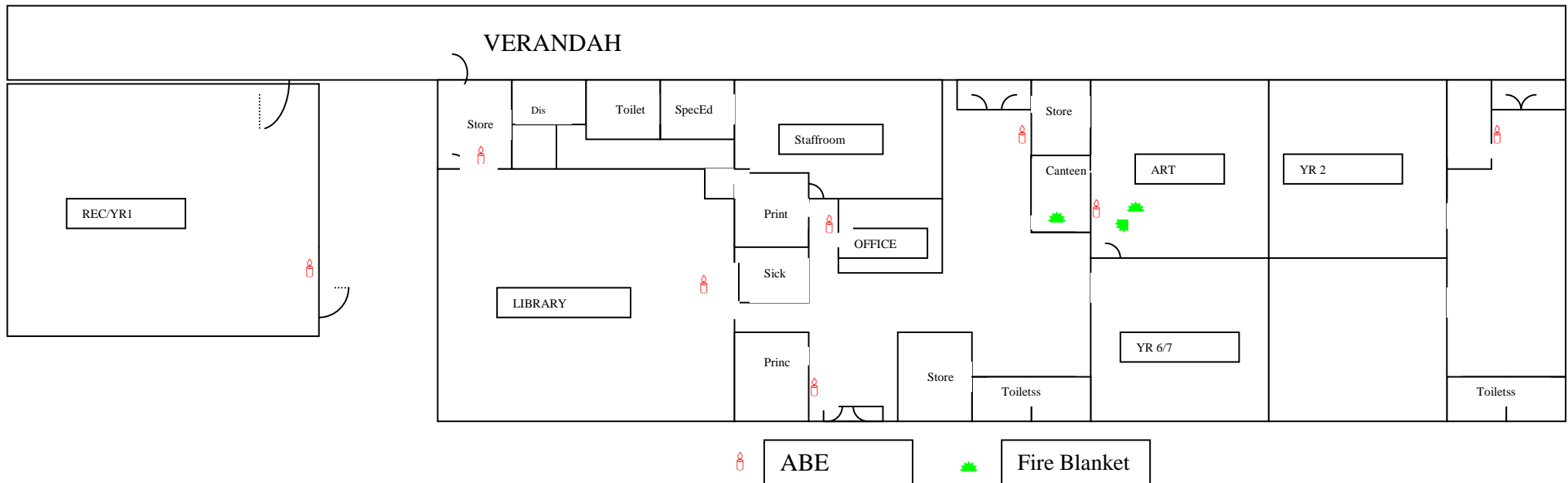
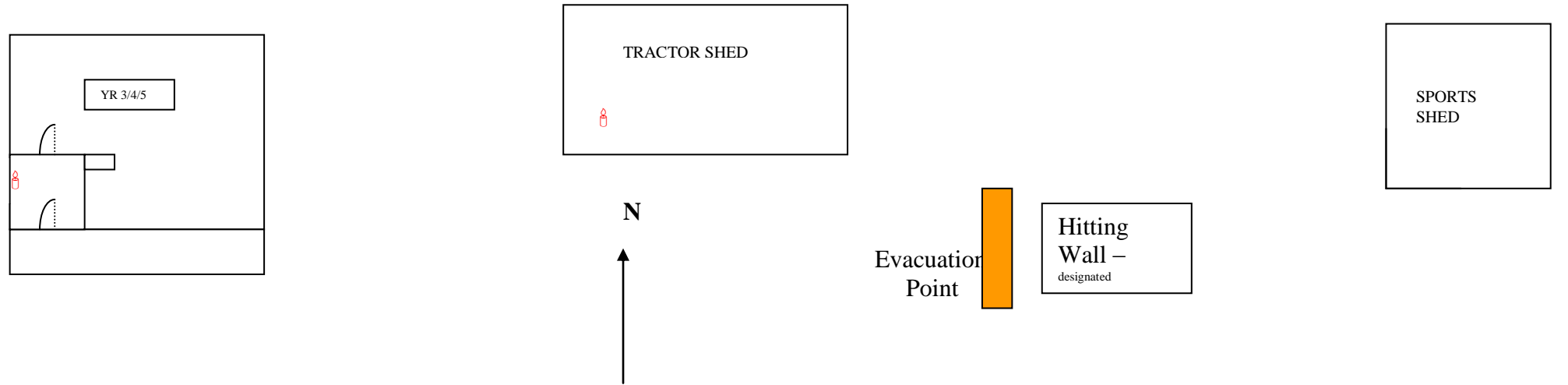
- Mrs Linda Barrat

7. **SCHOOL COUNCIL**

Chairperson
Secretary

- Mr Shaun Noble
- Mrs Grace Herrmann

FIRE EXTINGUISHERS - SADDLEWORTH PRIMARY SCHOOL



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 an 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, 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.

HISTORY OF SADDLEWORTH SCHOOL

From the booklet "Saddleshworth School" - 1851-1966, compiled by R.J. Noye.

James Masters, to whom the township owes its beginning, was the first to provide a school in Saddleshworth. 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 Saddleshworth'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 Saddleshworth 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 Saddleshworth 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 Saddleshworth 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 license 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 Saddleshworth 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 Saddleshworth 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 air conditioners 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
oooOOOooo

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.



EDUCATION TODAY

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.

BUSHFIRE RISK

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. Notice of school closure will also be put on School Stream. No school buses will run on that day. If you are unsure please contact Sheree Mader on 0428 117880.

ADMISSION OF STUDENTS

It is DECD policy that students who turn 5 before the 1st May may commence school in January of that year. Students who turn five from the 1st May will not be enrolled until the following year.

1. Therefore the Reception intake is Term 1 only.
2. The school will contact parents to arrange classroom visits for students, prior to them commencing in January.

Enrolment forms are available from the front office or in the Information Pack. Parents are required to provide proof of birth. It should be mentioned that there is no legal compulsion for a child to attend school until the age of six.

CLASS ARRANGEMENTS

In 2016 classes will be organised as follows:

Reception, Years 1 & 2

Years 3 & 4

Years 5, 6 & 7

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 throughout the year as it is considered to be unsettling to the children.

COMMUNICATION

One of the most important aspects to ensuring our school is the best it can be is communication. We believe that the more information we are able to provide our parents and families the better the school functions.

In 2015 we introduced a free app called School Stream which enables instant and easy access to all school information via a smartphone, mobile device and desktop computer.

We have a fortnightly newsletter which is either emailed or sent home. This is also put up on our website and School Stream.

We have a Term calendar which highlights important dates throughout the term.

Notices are sent home on a regular basis communicating all relevant information.

Please take the time to regularly check for information and notices with your child and help in ensuring we continue to increase the importance of communication within our school.

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.

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 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 are 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

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 guide-lines, may favour proceeding to Year 3 after completing only eight terms of Junior Primary education or staying longer than twelve terms.

SCHOOL AND KINDERGARTEN – A TEAM

Saddleworth Primary School and the Saddleworth Early Learning Centre are now situated on the same site. 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.

The Kindergarten has a separate phone number – Ph 88474250

Kindergarten staff are:

Fiona Traynor - Director
Jayne Tilley - ECW

TERM DATES

	2016
Term 1	1 February – 15 April
Term 2	2 May – 8 July
Term 3	25 July – 30 September
Term 4	17 October – 16 December
2017 Term 1	30 January – 13 April

SCHOOL TIMETABLE

Is organised as follows:

8.30am - Teacher on duty
8.55am - Lessons commence
10.55am - Recess
11.15am - Lessons resume
12.45pm - Lunch. Children are required to stay with their classroom teacher.
12.55pm - Play period commences
1.35pm - Play period ends, children wash hands etc.
1.40pm - Lessons resume
3.30pm - Children dismissed
3.50pm - Teacher supervision ceases (or until bus arrives)

Parents are reminded that the school yard is supervised from 8.30am until 3.50pm and that the school can not accept responsibility outside of these hours.

AUSTRALIAN CURRICULUM

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

The Arts aims to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

BIKES/SCOOTERS

Students who ride to school are to get off their bikes/scooters and walk their bikes/scooters over the school crossing and in the school yard.

Students are not to ride in the school grounds during school hours.

Helmets need to be worn at all times.

BUS TRANSPORT

Children from outlying areas east of Saddleworth may be permitted to travel on a bus owned by Lower North Coaches, 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. Permission and consent form from Principals need to be obtained for students 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.

CANTEEN

The school operates a small canteen from Tuesday to Friday with children from Years 6 & 7 processing orders and serving under the supervision of the front office.

A Canteen Price List is sent out at the start of the year

Children need to complete a brown lunch bag with their order and place money securely inside and place in the canteen container in their classroom.

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

On Mondays (except for public holidays and the 1st week of each term) volunteer parents & friends provide a healthy Monday Special lunch. A menu is sent out at the start of each term and students are asked to pre-order for the term.

We encourage all parents/carers to be involved in volunteering to help prepare Monday Special meals.

CAMPS

We have a whole school camp every year and this is normally held in Term 1. A deposit is required at the start of the year. Instalment payments for the cost of the camp can be arranged.

CAR ALLOWANCE

Parents who have to drive their child 5km or more and have no bus available may apply for a Car Allowance from DECD. Applications are available at the front office.

DEODORANT

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

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

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.

HOMEWORK – Refer to Homework Policy

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 Saddleworth Primary School Homework Policy will be followed.

- 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 where-ever 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.

HEALTH CARE & MEDICATIONS

Any health care information or medication requirements for a student will need a health care plan or medication authority, written by a relevant health professional and provided to the school.

No medication (this includes prescribed, over the counter and alternative therapies, vitamins, minerals and supplements) will be accepted by staff without a medication authority.

We will only accept and administer medication which has been ordered by a doctor/authorised prescriber and is provided in a single dose, fully labelled pharmacy container. Any over the counter medication will also need to be prescribed if staff are asked to administer. This includes any cough medicine, creams, eye drops.

If an up-dated health care plan is not provided to the school, we can only provide first aid assistance, in accordance with our training.

All medication needs to be sent to the front office.

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 will rest in the sickroom where a member of staff will be responsible for checking on them. Either a note will be sent home or parents notified.

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.

INTERVIEWS & REPORTS

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. This year we have introduced an on-line booking system.
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, a Parent Information Night is held in February, to give parents the opportunity to visit the school, and for teaching staff to outline aspects of their teaching philosophy, programme and classroom methodology.

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 amounts 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 or notice.

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. Please see Rachel for details.

NEWSLETTER

The school newsletter is published every second Tuesday. Hardcopies will be sent home with eldest child or emailed (please let us know if you would prefer this option). It is also put on our website and the School Stream app.

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**. Only bus students use the small gate by the Early Learning Centre 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.

Clare and Gilbert Council have advised us that an expiation fee of \$80 will apply to vehicles illegally stopping along yellow lines alongside of the school Crossing.

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.

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 programme is enriched by their participation. Volunteers who are working with children that are not their own must have a DCSI screening check and a RAN certificate. You may wish to consider becoming involved by:

- Attending Governing Council meetings or becoming a member.
- Participating in one of the sub-committees.
- Participating in School Open Days and any celebratory events throughout the year.
- Assisting with fund raising.
- Attending working bees.
- Helping with Monday Specials.

PASTORAL CARE WORKER

Christine Schmaal is our Pastoral Care Worker. She will be working at the school on a Wednesday and will be providing lunch time activities for students, and reward activities for “Students of the Week”. A permission form will be sent home at the start of year.

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 are automatically eligible for school card. To claim, please complete the declaration available from Rachel. If you do not have a health care card etc, but wish to apply for School Card please see either Sheree or Rachel.

Please bring your Pension or Health Care cards along with the application, to the office for verification.

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

SCHOOL CONCERT

An end of year concert is held in the Saddleworth 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. All are welcome to attend.

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 2016 are \$229. **School Fees which meet DECD guidelines and approval may be legally recovered.**

A Finance Committee, consisting of representatives from School Council, Principal and the Finance Officer will meet in October of each year to determine how much the school fees should be for each year.

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 is 8842 2288.

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 are published in the fortnightly newsletters (which goes on the school website) and on occasion may be used in the local newspapers. 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 and normally in March. There is no compulsion for parents to purchase these. Parents will be advised when class photos are to be taken.

SCHOOL STREAM

The school has a free app which provides school information, instantly and directly to your smartphone, mobile device or desktop. If you have not already downloaded the app we suggest you do as it is a very easy and convenient way to keep in touch with what is happening at the school.

SCHOOL SUPPORT SERVICES

While DECD is undergoing various changes it is still anticipated that schools will be able to access the following services

- Guidance officers to assess children who are experiencing some difficulties at school.
- Speech Therapist.

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 or after school hours.

SCHOOL GOVERNING COUNCIL

Meets monthly (Monday) at 7.00 pm at the school (or day & time agreed upon).

The Governing Council 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

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.

STUDENT ABSENCES

Children between the ages of 6 and 15 years are **under compulsion** to attend school. If your child is absent, a phone call, SMS or note must be sent with the student 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, an *exemption form* must be completed and approval given by the Principal.

If students need to leave early or arrive late for school a responsible adult needs to sign them in or out at the front office.

SWIMMING & SPORTS DAYS

The school participates in our own school Sports Day (September) and Swimming Carnival (December) with students competing in House Groups - Horrocks (red), Gilbert (blue) and Masters (green). Students are encouraged to wear their team colours on these days.

We also participate in the Gilbert Valley Sports Day and Swimming Carnival during Term 4 and Term 1 (weather permitting). We participate against Tarlee, Manoora, Owen and Hamley Bridge Primary Schools. Students are expected to wear their sports uniform on these days ie navy sports shorts or skirts and school polo top.

SUPERVISION OF SCHOOL GROUNDS

Teachers are required to provide supervision in the school yard from **8.30 am** until **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.

SUNSMART 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 suggests 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

- Teachers will schedule outdoor activities before 11.00am (Term 1 & 4)
- PF30+ broad spectrum, water-resistant sunscreen will be available for children in classrooms
- Outdoor activities will be held in areas of shade whenever possible
- Children will have access to classrooms at recess and lunch on days of extreme temperature.
- Teachers will incorporate programs on skin cancer prevention in their curriculum
- Staff will be encouraged to act as role models by practising Sun Smart behaviour
- Reinforce regularly the Sun Smart Policy in a positive way through newsletters, parent meetings, assemblies
- Children should wear hats and will be encouraged to do so
- 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.

TERM TIME SWIMMING - (PE & Health)

The Education Department provides term time swimming instruction for all children at this school. Lessons will be undertaken towards the end of Term 4 and are held at the Riverton Swimming Pool with qualified swimming instructors. Students travel to and from Riverton by bus. Students will be charged a minimal amount to cover the cost of the bus and lessons.

UNIFORM

Students are expected 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: Navy school polo top
Royal blue polar fleece jumper
Navy school shorts or navy trousers
Navy school hat

Girls: Navy school polo top
Royal blue polar fleece jumper
Navy pants
Navy school shorts or skort
Blue check school dress
Navy school hat

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

Sports: Gilbert Valley Sports & Swimming Days

Navy shorts or footy shorts
Navy sports skirt / skort / shorts
Navy school polo shirt

LOST PROPERTY

All lost property is stored at the front office.

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 given to the Op Shop in Saddleworth.

WHS Induction

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

1. *All volunteers, not working with their own child, and contractors entering the school are required to have a current DCSI screening check and it is recommended that they also have a RAN (Reporting and Abuse and Neglect) certificate.*
2. ***All parents, volunteers, visitors and contractor's must report to the front office, and sign in.** Staff seeing visitors in the school will ask them to report to the front office. Contractors will be asked to complete a contractor's induction statement and sign in the Work Maintenance sign in book.*
3. *TRT's will report to the front office and sign in. 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.*
4. *New permanent staff to Saddleworth Primary School will complete a staff induction form that will be maintained in the front office.*
5. *Monday Special volunteers will need to read the procedure relating to working in the kitchen before commencing any work.*
6. *Contractors need to report to the front office on progress of task and/or need for future visits.*

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 (SEE) 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 do not kick balls on the asphalt.
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 and may play after the 12.55pm 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

1. Warning.
2. Isolation.
3. If a student is disruptive while at the **time-out** table, student will be sent to the Principal's office and will miss out on the next recess or lunch break.
4. If a student 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 (SEE) process will follow as per DECD guidelines.



SADDLEWORTH PRIMARY SCHOOL **HOMEWORK POLICY**

R/1/2	3/4	5/6/7
<p><u>Reading/Word List</u> - Monday to Thursday nights (minimum)</p> <p><u>Spelling</u> - learn words and revise words by Friday</p> <p><u>Collecting information</u> - when required as part of Geography, History and Health curriculum</p> <p>Minimum of 50 minutes per week.</p>	<p><u>Reading</u> - 5 nights per week for 5-10 minutes</p> <p><u>Spelling</u> - learn words and revise words by Friday</p> <p><u>Oxford Sight Words</u> - revise words by Friday</p> <p><u>Research</u> - when required</p> <p><u>Times Tables</u> - when required</p> <p>Minimum of 60 minutes per week.</p>	<p>Complete weekly homework agreement as set by Miss Hier</p> <p><u>Reading</u> - minimum 4 nights per week</p> <p><u>Spelling</u> - review of weekly spelling list for Friday test</p> <p><u>Research</u> - research class topic covered in Geography, History, Health and Science when necessary.</p> <p><u>Times Tables</u> - review knowledge</p> <p>Minimum of 90 minutes per week.</p>

*Homework assigned on weekends from Year 3 - 7 if an assignment is due and class time has not been used productively. This will be communicated via student diaries.

*Year 7 students will have extra research to be completed throughout the week and/or on weekends.



SADDLEWORTH PRIMARY SCHOOL **GRIEVANCE PROCEDURE**

Good relationships within the school community give students a greater chance of developing, Caring, Responsible and Successful behaviour. However in the case of a grievance, the following guidelines should be used.

Principles of our policy:

- Everyone should be treated with respect.
- Meetings to discuss grievances will be suspended if any person(s) behave in an insulting or offensive manner.

STUDENT With a grievance	PARENT(S)/CAREGIVER With a grievance	TEACHERS With a grievance
<p>STEPS:</p> <ol style="list-style-type: none"> 1. Talk to the person about the problem. 2. If the issue is not resolved: 3. Talk to a teacher or SSO about the problem at an appropriate time. 4. Talk to the Principal about the problem 5. If you feel uncomfortable, speak to someone 'who you feel comfortable with' and whom you think may be able to help you. 6. If issue is unresolved, speak to your parent(s)/caregivers. 	<p>Note: Parents should not contact other student's parents over incidents that occur at school but refer the matter to the school for investigation.</p> <p>Please do not enter school classrooms about a grievance without prior arrangement. Allow a reasonable timeframe for the issue to be addressed.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1. Arrange a time to speak to the classroom teacher and/or relevant teacher about the problem. 2. Let the teacher know what you consider to be the issue. 3. If the grievance is not addressed arrange a time to speak with the Principal. 4. If the grievance is still not resolved contact Regional Office on 8522 0913. <p>If you are still unhappy, please contact the Parent Complaint Unit (PCU) on 1800 677 435.</p>	<p>STEPS:</p> <ol style="list-style-type: none"> 1. Talk the issue over with someone with whom you feel comfortable. 2. Arrange a time to speak to the person concerned. 3. Allow reasonable time for the issue to be addressed. 4. If grievance is not resolved, speak to: <ul style="list-style-type: none"> • Your Principal • A nominated grievance contact <ul style="list-style-type: none"> - WHS Safety Rep - Well Being Rep - Union Rep - PAC member <p><i>Ask their support in addressing the grievance by:</i></p> <ul style="list-style-type: none"> - Speaking to the person involved on your behalf; - Monitoring the situation; - Investigating your concern; - Acting as mediator.



SADDLEWORTH PRIMARY SCHOOL

ANTI-BULLYING POLICY

At Saddleworth Primary School all students have a right to a safe, secure and caring environment. Therefore, we do not tolerate bullying or harassment in any form. Our Staff is committed to ensuring a safe and supportive environment, which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

Evidence suggests that the development of resilience and positive self-esteem can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

Not all distressing or hurtful behaviour is bullying. For example:

- **A single incident of malicious or aggressive behaviour.**
Bullying and harassment are repeated actions. A single incident may still be responded to as part of the school's Behaviour Management processes as unacceptable behaviour

Bullying is:

- A repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another
- May be physical, verbal, non-verbal, or through Social Networking

TYPES OF BULLYING

Physical: examples include-

- Hitting, punching, slapping kicking
- Pushing, strangling
- Pinching, scratching
- Throwing things at someone
- Getting another person to harm someone

Verbal: examples include-

- Mean and hurtful name calling
- Threatening
- Racial harassment
- Demanding money or possessions
- Spreading rumours
- Trying to get another student not to like someone
- Offensive notes

Non-Verbal: examples include-

- Threatening and/or rude gestures
- Deliberate exclusion from a group or activity
- Removing and hiding and/or damaging other's belongings

Sexual Harassment: examples include-

- Inappropriate touching
- Touching someone when they don't want to be touched
- Not respecting personal space
- Teasing about boyfriend/girlfriend
- Unacceptable sexual comments/actions

Cyber Bullying: examples include-

- Messages sent on mobile phones or through the internet

STUDENTS WHO ARE BULLIED NEED TO COMMUNICATE ABOUT IT WITH:

A teacher, a staff member, a student of trust or their parents giving full details of the event
Alternatively students could write details about the event and place it in a class meeting box.

- Staff witnesses to bullying should
 - Intervene if they are able
 - Document the incident
 - Work with students and parents to seek a permanent solution
- Student witnesses to bullying should
 - Intervene if they are able
 - ***Seek teacher assistance***
 - Document the incident if requested
- Parents should
 - Listen sympathetically to reports of bullying
 - ***Speak to relevant school personnel*** (not the alleged student/s concerned)
 - Work with the school in seeking a permanent solution
- Parent witnesses should
 - Be limited to verbal intervention if appropriate
 - ***Seek teacher assistance***
 - Document the incident if requested by school staff

All parties are expected to treat each other with respect and dignity and ensure the confidentiality of any issues that may arise

WHAT DO WE DO ABOUT INCIDENTS OF BULLYING?

- We will listen and talk to the person who has been bullied and the person who has bullied others.
- We will actively work to even the balance, to repair and prevent the repetition of bullying and harassment by using Restorative Practices.
- We will put negotiated consequences in place if this is required. Consequences will allow for flexibility depending on the nature, severity and extent of the bullying. Consequences may include time out, suspension or exclusion.

Staff may also:

- Support students to deal with conflict.
- Counsel students who have been bullied
- Talk with parents and caregivers of both parties about the situation
- Set up processes to monitor the situation
- ***In all cases of bullying, parents and caregivers of both parties will be contacted by the school, by phone or written correspondence***
- In the event of extreme, continual bullying, the police may be contacted.

Who to Contact

The Class Teacher,
The School Principal

SADDLEWORTH PRIMARY SCHOOL 88474 227



SADDLEWORTH PRIMARY SCHOOL

HEADLICE POLICY

PURPOSE

To minimise the outbreak of head lice in our school.

POLICY STATEMENT

Outbreaks of head lice are a common and difficult problem in schools.

Schools are not always the source of outbreaks. Students can be infested during out of school social and sporting activities.

Parents have responsibility for assisting in the prevention and management of outbreaks of head lice through regular checks of the children's hair and commencing immediate treatment when head lice are detected.

The school will do head checks at least once a term.

A consent form will be sent home at the beginning of each year asking for permission to conduct head checks. If parents do not consent to school staff performing head checks then it is parent's responsibility to do this on a regular basis.

RESPONSIBILITIES

The Principal will

- Inform the school community about outbreaks.
- Manage a process for head lice outbreaks, guided by DECD procedures.

Classroom teachers will:

- Be alert to possible outbreaks in their classrooms and follow the established procedures.
- Ensure students do not share hats, hair brushes etc.

Parents will:

- Check their children's hair for head lice on a regular basis.
- Collect their children from school and commence immediate treatment if live head lice are found.
- Treat children's hair when eggs are found.
- Inform the school immediately if they detect any head lice or eggs at home.
- Support the school in their efforts to minimise and manage outbreaks of head lice.

PROCEDURES

When a member of staff suspects a child is infested with head lice, the following procedures should be followed:

- A head check for all consenting students will be performed by staff and if a child has live lice their parents will be contacted to take child home and treatment to commence immediately. If eggs are found then parents will be informed and treatment to be started once child gets home from school.
- The child is to be treated by parents, **and eggs and lice removed.**
- A letter will be sent home to all families notifying parents that head lice has been detected in the school and head checks should be done at home. Parents who have not consented for their child to have a head check will be rung and asked to perform a head check when students arrive home.
- Supplies of head lice treatment can be obtained from the school if required.
- All students with long hair are required to tie it up eg plaits, pony tails, pig tails, head bands, etc.