



PARENT INFORMATION HANDBOOK 2014

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STAFF LIST 2014

<i>FIONE LOVE</i>	<i>Principal</i>
<i>GREG KING</i>	<i>5/6/7 Teacher / Librarian</i>
<i>ANNE JONES</i>	<i>R/1 Teacher</i>
<i>MEGAN AMEY</i>	<i>R/1 Teacher</i>
<i>ABBIE KRIEG</i>	<i>2/3/4 Teacher</i>
<i>ALISON JONES</i>	<i>5/6/7 Teacher</i>
<i>BEC JAMIESON</i>	<i>PE, SCIENCE (NIT)</i>
<i>GLENYS NOLAN</i>	<i>Finance/Administrative Officer</i>
<i>CARLEY DARLING</i>	<i>Community Library Assistant</i>
<i>SHAREE COCKS</i>	<i>SSO - Classroom/Admin</i>
<i>ANNELIESE KRIEG</i>	<i>SSO - Classroom/Disability</i>
<i>WAYNE LEE</i>	<i>Groundsman</i>
<i>KERRY-CHERIE TAKACS</i>	<i>CPSW</i>

SCHOOL STRUCTURE

Snowtown Primary School is a Reception to Yr 7 school with dedicated staff who know students well. We provide quality education to meet the learning needs of all from R-7.

ATTENDANCES

To be read in conjunction with the Attendance Policy.

MATERIALS & SERVICES CHARGES

To be read in conjunction with the Debt Recovery Policy. This school has a standard charge, set by the school in consultation with the Governing Council, for educational expenses incurred by each child. It is used together with Grants, to provide your child/ren with text books, educational materials, apparatus and equipment in all subjects during the course of study at the School. It also includes an initial stationery issue at the beginning of the year. (Parents are advised that text books and materials issued to students remain the property of the School).

SCHOOL CARD SCHEME

The School Card scheme is administered by DECD, and provides financial assistance towards the cost of educational expenses for full-time school students of low income families. Information is available from the Front Office.

STARTING SCHOOL

From 2014, South Australia will have the same first day of school for all children – the beginning of Term One. Having the same first day of school will ensure that every child is guaranteed four terms of Reception before they go on to the rest of their primary schooling. It will also mean a more stable environment for children with fewer changes to classes throughout the year.

Where a child turns five before May 1, they will start school on the first day of Term One of that year. Where a child turns five on or after May 1 they will start school on the first day of Term One the following year.

The minimum age for starting school will be four years and eight months from 2014. This change brings SA into line with other states and territories.

Proof of Age

At the time of enrolment parents/guardians are required to provide proof of their child's birth age. The following documents will be accepted by schools in this regard:

- Passport
- Birth certificate, or
- Official Centrelink documentation stating the child's name and birth date.

Requirements for the First Day

Please ensure your child's belongings are clearly named to prevent loss

- School bag
- Hat
- Lunch box
- Drink bottle
- Library bag
- Painting Smock – an old shirt is fine

BUS

To be read in conjunction with the Bus Policy under Policies.

The Bus leaves school at 3.15pm. For the safety of all children, the behaviour code applies to children travelling on the bus. In the case of a breakdown of the bus (i.e. mechanical or tyre puncture etc) depending on time and location of the bus, every effort will be made to contact parents and advise of any delays.

Travel Allowance -

Families who live 5km or more from the nearest government school or bus route, may be eligible for travel allowance. Further details can be obtained from the Principal or Bursar.

BUSHFIRE ACTION PLAN

This plan has been written by OHS Committee and has the approval of Governing Council and DECD. The welfare of the students and staff and communication to parent/caregivers is of paramount importance. Should any of the conditions be reached whereby this plan has to be enacted, parent/caregivers will be contacted immediately. **The site of the Refuge at the school is the Activity Hall.** Should you require a copy of this plan it is available from the Front Office.

COMMUNICATION

Effective communication between the school and home is important to provide information, clarification and understanding. Parents are encouraged to contact the school whenever there is a concern - personally, by telephone (8865 2006) or by note. The school aims to keep parents informed through Newsletters which are **distributed to the oldest** in the family on Wednesdays of Weeks 1, 3, 6 & 9 of each term. Special Notices and Circulars - Parents are asked to check with their children if there are any printed notices and to respond to "tear-off" slips promptly. All students have a Diary

CONSENT FORMS AND EXCURSIONS

Teachers are encouraged to take their classes on excursions, which will assist their learning and understanding. However, before any child can leave the school on an excursion, a consent form must be completed and returned to the teacher. Consent forms will be sent home by teachers well before each excursion. A general consent form is included in the beginning of year package or upon enrolment. This consent is used to permit children to make several visits in the local area e.g. students doing surveys or taking photographs.

CRISIS MANAGEMENT

Crisis Management Guidelines are detailed and displayed in each classroom.

DENTAL CLINIC

There is a School Dental Clinic at Wallaroo and all children are entitled to free dental care. The S.A. Health Commission staffs each clinic with a Dentist, Therapists and nurses so most dental services are available (excepting bands). For further information ring the Clinic on 8821 1300.

DRINKING WATER

The school has drinking fountains, which are located near the swimming pool and outside the 5/6/7 class. Students are also encouraged to bring their own water/drink containers from home.

EARLY CLOSURE

School finishes at 2.10pm and the bus departs at 2.15pm on the following days -

- Thursday afternoon before Easter
- Last day of each Term

EMERGENCY CONTACT

The school keeps information on how to contact parents in the event of sickness, accident or other emergency involving a child.

It is the parent's responsibility to ensure that this information is kept up to date and that any serious medical condition is known. Failure to do so can cause unnecessary delay in an emergency.

GRIEVANCE PROCEDURES - To be read in conjunction with the Grievance Procedure

Positive school community relationships enhance the provision of a supportive learning environment for our students. Positive feedback is always appreciated.

From time to time school community members (parents/caregivers, students or staff) may disagree with or have concerns about what happens at school. Where members of the school community are involved in discussions about issues they should be assured that resolution processes will be worked through confidentially at the school level. It is important that issues are addressed as soon as possible using an agreed resolution process.

The Administrative Instructions and Guidelines for the Education Department of South Australia – Section 5, Part IV, 38 state that members of Governing Council and its sub committees (individual parents and students) must not debate the performance of staff.

The procedure to be followed in addressing a grievance is, in the first instance, to approach the person with whom you have the grievance.

The following is a set of guidelines –

STUDENTS –

- Arrange a time to speak to the person
- Let the concerned person know what you consider to be unjust or unfair.
- If the grievance is not addressed, let the person know you will be speaking to someone else.
- Arrange a time to speak with another staff member, Christian Pastoral Support Worker, Student Counsellor or Principal.

PARENTS –

- Arrange a time to speak to the person.
- Let the person know what your concern is.
- If the grievance is not addressed, let the person know you will be speaking to someone else.
- Arrange a time to speak to the Principal.
- If you are still dissatisfied let the Principal know and contact the Regional Office (8821 2555) who will assist you.

STAFF –

1. Arrange a time to speak to the person concerned.
2. If the grievance has not been resolved, speak to your Line Manager or Principal.
3. If you are still dissatisfied let the Principal know and contact the Regional Office (8821 2555) who will assist you.

CONFIDENTIALITY CAN BE ASSURED AT EVERY STEP INDICATED ABOVE.

HATS

Students are required to wear a wide brimmed hat, (not caps) all year round, while out of the classrooms - no hat, no play - or remain in the designated shade areas. Students are encouraged to wear sunscreen. Hats are available for purchase from the Front Office.

HEAD LICE

TREATMENT

- Ordinary shampoo or soap will not kill headlice.
- Treatment preparations contain chemicals, which kill headlice.
- Never use a preparation to try to prevent headlice.
- Only treat those people who have headlice or eggs. Check all the family each day for 7-10 days.
- Preparations for the treatment of headlice are available from pharmacies without a prescription.
- The Front Office of the school does have a limited amount of head lice treatment available at no cost.
- Always follow the instructions, which come with the preparation.
- Always treat again 7-10 days after the first treatment to kill any eggs that may have survived and hatched.
- Straighten hair using a “normal” comb then use a fine metal comb to remove eggs.
- Clean brushes, combs, towels, sheets, pillowcases with hot water and detergent.

PRECAUTIONS

We recommend people follow manufacturers' recommendations and consult with a doctor or pharmacist if unsure. Keep chemicals away from eyes, nose and mouth.

HINTS

- Do not use hair dryers after using a treatment preparation. The heat can destroy the active ingredient in the treatment.
- Avoid using hair conditioners (including 2-in-1 shampoo/conditioners). They coat the hair shaft and can reduce the effectiveness of the treatment preparations.
- Metal nit combs are better than plastic ones. Fingernails are also good.
- There is no need to spray houses or classrooms. Vacuuming is much safer and cheaper.

TREATMENT FAILURE

Treatment can fail if -

- The preparation was not applied properly.
- Treatment was not repeated 7-10 days later.
- The person has been reinfested (often by another family member).
- If the problem continues, try another preparation with a different active ingredient.

REMEMBER

- Everyone should be checked weekly. Check daily after live headlice are found and treated.
- An itchy scalp can be a sign of headlice. Some treatment preparations also cause itchiness.
- Adults and children often don't feel itchy and don't know they have headlice unless they are checked.

PREVENTING HEADLICE

- Avoid direct head-to-head contact with people.
- Don't share brushes, combs, ribbons, hats, helmets, hair ties, "dress-up" clothes etc.
- Discourage children from playing with each others' hair.
- Keep long hair tied back or plaited.
- Brush regularly with a close bristled brush.
- Check your hair (children and adults) every week.

TELL FRIENDS & RELATIVES

Tell relatives, friends, neighbours, schools and other places where close head-to-head contact is likely. Anyone can be affected. Remember, headlice are a nuisance, but are not caused by lack of cleanliness.

LEGAL RESPONSIBILITY

The Public & Environmental Health Act 1987 says that "A person infested with vermin* must take all reasonable measure to prevent transmission of the vermin to others". A parent is legally responsible for a child. *Lice are defined in the Act as vermin.

SCHOOLS, PRE-SCHOOLS, CHILDCARE

Schools don't get headlice, only people do! Schools, pre-schools and childcare centres are places where children come in close contact with others and may catch headlice.

The Department of Education & Children's Services policy states that if teachers believe a child has headlice, parents should be contacted and the child excluded from school. The child can return to school after the parent has checked and if necessary, treated the child.

School or centre staff – or the child's parents – may request a note from a doctor (General Practitioner) stating that the child is free from infestation before the child returns to school.

MORE INFORMATION

- Local Council Environmental Health Officer
- Community Health Centre
- Pharmacies
- Women's & Children's Hospital Health Information Centre - 8204 6875
- Department of Human Services Environmental Surveillance Section
- Child & Youth Health Parentline - 1300 364 100

HEALTH

Good health is important if children are to learn effectively. If your child is ill, he/she should stay at home until better. Parents are asked to send a note of explanation to the Class Teacher for any absence.

If your child has a particular health problem, please advise the school so we may help.

It is probable that at some time during your child's schooling he/she will contract one of the common diseases listed.

MEASLES	Sufferers excluded for not less than 7 days.
MUMPS	Sufferers excluded for not less than 14 days or 7 days after subsidence of the swelling.
RUBELLA (GERMAN MEASLES)	Sufferers excluded for not less than 7 days.
CHICKEN POX	Sufferers excluded for not less than 7 days.
IMPETIGO (SCHOOL SORES)	Sufferers excluded until sores have healed and are properly covered by a dressing. Antibiotics may also be prescribed by a doctor.
HEAD LICE - Please read in conjunction with previous information on Headlice	The Principal has the authority to send a child home from school if the child is infected. The child may be excluded from school until effective treatment has been carried out.

HOMEWORK - Reception to Yr 7

Why Homework?

Some of the reasons for providing homework are -

- to practice skills learnt at school
- complete unfinished work
- to learn good habits for independent study and employment
- to learn organisation skills and self discipline
- to revise and learn for tests
- it helps students achieve success.

R - Yr 3	0 - 40 mins/wk i.e.	0 to 10 mins/night
Yr 4 - 5	40 - 60 " " "	10 to 20 " " "
Yr 6 - 7	90 - 160 " " "	20 to 40 " " "

How Much?

The times are guidelines only, suggesting a minimum and maximum time. Although some families may expect students to do homework each night, teachers will only be setting it for Monday through to Thursday. Friday night is "catch up" or "break time". Some homework may be set for a whole week (eg an assignment), and students may be expected to plan their personal timetable so that the work doesn't get left to the last minute.

Diaries

Classes use Diaries. Daily homework is to be written in by students and since teachers are expected to check them, we ask that parents do so as well. Please ensure that the diary is signed at least once a week. Also note that Diaries can be used to communicate messages between parents, students and teachers.

How can Parents Help?

Parents have an important role to play in relation to homework. This is not to say parents must be able to do or understand the homework, but that they should be a positive force in helping their children achieve their tasks.

Advice for students.

Homework can be painful if you put it off as long as you can, do it during adverts on television, or produce a slap dash job as quickly as you can at the last minute.

Homework can be a lot of fun and a source of continual enjoyment if -

- a study/homework timetable is planned and used
- the least popular and most difficult subjects are completed first
- you work in a quiet, well lit, comfortable room
- you discuss your work with your parents and show them your completed work
- you take pride in what you do
- you plan your time for projects and finish before the due date
- make sure you know what to do and how to go about it before leaving school at the end of the day.

Summary

Homework is seen by parents, students and staff of this school as being important both in relation to school work and future jobs or careers. Accordingly, we must work together so that homework helps schooling. While teachers set what they believe to be fair and reasonable tasks and expect students to complete them in the time allowed, there are times when this is not possible. If a child can not complete the work, due to illness or a family emergency, parents are requested to send a note providing a brief explanation.

In addition, students should be getting a reasonable amount of sleep each night; this means starting homework early and planning projects so that they are completed before the last minute. Where possible weekend homework for students will be avoided, but may be used for assignments, revision or to catch up on missed work.

Happy "home working" and please keep in contact.

INTERNET USAGE

Access to the Internet is provided to promote educational excellence through resource sharing, innovation and communication. Students may only use the Internet if they are engaged in educational activities that fit within the scope of their formal education. All students will require a signed consent form from parent/caregiver and student before the internet can be accessed at school.

LIBRARY RESOURCE CENTRE

Snowtown School Community Library offers a free service to both students and community members.

The library is closed on Saturdays, Sundays, Public Holidays and between Christmas and New Year.

Opening Times -

During term time -

Monday	9.00am - 4.00pm
Tuesday	9.00am - 4.30pm
Wednesday	9.00am - 4.30pm
Thursday	9.00am - 6.30pm
Friday	9.00am - 4.30pm
Saturday	CLOSED

During school holidays -

Monday	CLOSED
Tuesday	9.30am - 3.45pm
Wednesday	9.30am - 3.45pm
Thursday	9.30am - 6.30pm
Friday	9.30am - 3.45pm
Saturday	CLOSED

The Library offers a range of services including:

- adult and children's novels
- children's picture books
- non-fiction books on a range of topics
- large print books magazines
- cassettes and CD's
- hear-a-book for sight impaired

For items, which are not held by the library, interlibrary loan requests can be made through PLAIN (Public Libraries Automated Information Network) This allows borrowers to access books held in Public Libraries throughout the state.

Community borrowers can have 8 items for a 4 week period while student borrowers can have between 4 and 8 items for a 2 week period, depending on age. Loan periods will be extended on request.

LOST PROPERTY

Each year a considerable amount of clothing is 'lost' but this problem is easily avoided by carefully naming clothes. We do keep a lost property box so please contact the school when clothes are lost. This box is emptied periodically and items given to charity so it is advisable to contact us if items are lost.

LUNCH ORDERS

To be read in conjunction with the Lunch Order Policy

Lunch orders are available each day ordered through the school and are prepared by the Snowtown hotel. Lunch orders must be placed in the container, in the classroom, during Home Group and sent to the office by a monitor by 9.10am. Orders arrive at school around 12..20pm and will be taken to the classrooms.

MEDICATION GUIDELINES

Analgesics – To conform with DECD Health Policy, the school will no longer issue any over the counter medication e.g. Panadol, Herron, Panamax to students even if parents give permission. **If a student requires any medication, parents will be contacted to administer same to the student at the school or to collect the student from the school.**

If your child is unwell prior to coming to school and you anticipate that he/she may need an analgesic, or your family doctor has prescribed the taking of an analgesic, then we need a Medication form to be completed. **A copy of the Medication form is included in this booklet – Appendix A.**

- All prescriptive and non-prescriptive medications are to be stored in a medical cabinet in the front office and should be in the original container with the appropriate school forms completed. A week's supply of medication may be stored at most.
- As students are not permitted to carry drugs or medications on school property it is expected parents/ caregivers will deliver medications to the front office.
- A parent/caregiver can delegate responsibility to an education or childcare worker for storage and supervision of medication in accordance with prescribing doctors instructions or, in the case of over the counter medications, the manufacturers instructions.
- Staff can supervise oral and puffer/inhaler medication and check the appropriate quantities. Staff are not qualified to administer eye drops, ear drops, ointments, rectal medication or medication by syringe. These types can be self administered under staff supervision.
- Medication error - If a child/student takes the wrong medication, the wrong amount of medication, or takes medication via the wrong route, the following steps should be followed -
 - * ring the Poisons Information Line 131 126
 - * give details of the incident and client
 - * act immediately upon their advice (for example, if you are advised to call an ambulance)
 - * notify the child/student's emergency contact person
 - * document your actions
 - * review medication management procedures at the worksite in light of the incident
 - * workers in schools should advise their manager
 - * Generally the employer will require completion of a critical incident report and an accident and injury report form.

PARENT INVOLVEMENT

Many teachers are appreciative of the help that parents can give them and their children. If a parent wishes to be involved in such a way please inform the class teacher of your interest and availability. Volunteers will be required to sign a Confidential Declaration and complete an Induction Process with the Principal.

Tasks which parents are often involved in include reading to children, listening to children read, typing, scribing stories for younger children, supervising children doing art, helping decorate rooms, accompanying children on excursions etc. Involvement in this way is both informative and rewarding.

PHYSICAL EDUCATION & SPORT

The school teaches physical education as part of the curriculum. This can include, games skills, gymnastics, dance and recreational activities. Through the Physical Education program basic skills for major and minor sports are taught to the children. However, apart from occasional Interschool competitions there are no "school teams".

SPORTING ACTIVITIES

In the past, the school operated a House system for swimming, athletics and team events. In 2010 it was the first year that the whole school competed as a united team "Snowtown" at the first Snowtown / Port Broughton Sports Day. Students are required to wear their school white sports polo shirts when competing. Other sporting events within the school, such as swimming carnival and lunchtime sports, students may be divided into house teams, and are encouraged to wear their team colours.

For all other sporting events outside of the school (eg. SAPSASA), students will be provided with appropriate sporting uniforms that belong to the school.

RELIGIOUS EDUCATION

The school does not teach Religious Education as part of the normal curriculum. However, courses and handbooks are sometimes used by teachers when preparing work for their students on various topics. Members of the local churches may run a religious seminar, which is available to all students.

REPORTS & INTERVIEWS

Student/Parent/Teacher interviews take place at the end of Terms 1 and 3. These are of critical importance to improvement of student learning and attendance of all students with at least one parent is strongly encouraged. Please watch for notes and newsletter notices re interviews near the middle of Term 1 and 3. Written reports are sent home at the end of Terms 2 & 4.

Parents, students and teachers may request an interview to discuss student progress at any time during the year.

ROLE OF THE CHRISTIAN PASTORAL SUPPORT WORKER

A Pastoral Role –

Offering counselling or support with regard to grief, family breakdown and other crisis situations
Being readily available and able to follow up individual situations at the discretion of the Principal
Promoting the sense of care and community at Snowtown Primary School

A Referral Role –

Providing students or staff with access to, or referring them to appropriate helping agencies or church groups
It is mandatory for the Christian Pastoral Support Worker to report suspected child abuse
Consulting with student counsellor and other staff while maintaining confidentiality and referring students to other staff where appropriate

A Resource Role –

Being available to provide a reference point for teachers addressing social, religious or spiritual issues
Providing access to resources that may otherwise be unavailable in the school – and that are relevant to the school programme
Being available to give input into health and social education course, e.g. in the areas of grief, self esteem, values or relationships
Giving assistance where appropriate with camps and excursions and voluntary clubs or groups in the school
Supporting groups, the Student Council and other student groups

Relationship with Student Counsellor and other staff –

The Christian Pastoral Support Worker's role is complimentary to the work of the Student Counsellor
The Christian Pastoral Support Worker will be accessible to staff
The Christian Pastoral Support Worker is a member of the school staff

SCHOOL PHOTOGRAPHERS

Each year a photographic firm is contacted to take individual, family and class photographs. These are ordered on a pre-paid system and come with a money back guarantee.

SCHOOL TIMES/SUPERVISION

8.30am	Children may enter the school grounds
8.50am	Home Group
9.00am	Lessons begin
11.10am - 11.30am	Recess
1.00pm	Lunch (in class)
1.10pm	Lunch time begins
1.40pm	School recommences
3.10pm	Dismissal
3.15pm	Bus departs

Supervision of children is available from 8.30 am to 3.15 pm on school days. Outside these times children are their parents' responsibility. **PARENTS ARE PARTICULARLY ASKED NOT TO SEND THEIR CHILDREN TO SCHOOL BEFORE 8.30 AM.** Prior to that time the school is unsupervised and children are at risk in a variety of ways.

STUDENT COUNCIL

Students participate in school decision making by way of the students who are elected to our Student Council each year and is supported by a staff member. Our Student Council has various roles including organising school socials, fundraising, representation on school committees, reference group on various school/ community issues etc. An Induction ceremony for these elected students is organised each year.

SWIMMING

There is a 1/3 Olympic pool at the school and lessons are provided on a limited basis through Instructors employed by the Education Department's Physical Education Branch. Prior to any swimming an annual Aquatics Information and Consent Form must be completed for each child.

A Community Swimming Pool Committee oversees the running of the Pool. A family/single adult key system operates so that Community members can use the Swimming Pool outside of school hours. Further information is available at the School Front Office.

TERM DATES

Term 1 - 28th January	to	11th April
Term 2 - 28th April	to	4th July
Term 3 - 21st July	to	26th September
Term 4 - 13th October	to	12th December

TRAFFIC REGULATIONS

Please observe the "No Parking" signs near the school. They are there for the safety of the children. **Please note** the 25km speed limit when children are present. For the safety of all children, parents are requested to pick up and drop off students at the James Road entrance. Students who ride to school must place their bikes, scooters in the stands provided in front of the administration block. Students can enter through the gate by the flagpole. No riding bikes and scooters in the school grounds.

VISITING THE SCHOOL

Any visitors to the school are asked to report to the Front Office and sign in on arrival if on an extended visit. If visiting a classroom parents are asked to firstly contact teachers to arrange the most suitable time. If parents need to deliver food for recess or lunch or any other items to their child/ren, it is asked they come to the Front Office to avoid interruption to class learning.

VISITING PERFORMERS

As we are a considerable distance from the city, students do not see many performing artists who are readily available to city schools. Whenever performers or groups are visiting the area and they have a good reputation, arrangements will be made for the children to see them. As a rule, at least one week's notice will be given and every effort will be made to keep costs to a minimum.

WORKING BEES

Even though we have a groundsman, the Grounds Committee still needs to conduct working bees each year. At these working bees the emphasis is on developmental work, ie planting trees, making new equipment or repairing well used items. These tasks are necessary if the school is to remain attractive and have the best facilities possible. Support for the Grounds Committee through attending working bees with parent involvement will benefit your children.

ANTI-BULLYING POLICY

Ratified: 13/03/12

RATIONALE

The DECD School Discipline Policy states that:

DECD school communities, services and agencies will work together to create learning communities which are:

- Safe
- Inclusive
- Conducive to learning
- Free from harassment and bullying.

Bullying and harassment are not acceptable in any form, by any person, at Snowtown Primary School.

DEFINITIONS

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through the use of information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

Bystanders: are those who are aware of something happening, but do not act to stop it. They do not have to actually be present when an incident occurs. Groups and communities, such as schools, can be said to show bystander behaviour. This type of behaviour includes:

- Watching an argument in the street
- Gathering to watch a playground fight
- Knowing someone is being hurt but not intervening or seeking help
- Failing to investigate and be proactive about bullying in your school.

Although we might not be directly involved, our behaviours can contribute significantly to what takes place. Some behaviours can make the problem worse:

- Giving “silent approval” by not becoming involved in a positive manner
- Assisting by joining in
- Reinforcing by encouraging, cheering, laughing, even if not actively participating.

Alternately, some behaviours can be helpful:

- Trying to stop the bullying behaviour by defending the person being bullied, reporting the behaviour
- Challenging and positively influencing individual and group attitudes and beliefs
- Learning and teaching about the deeper issues which underlie bullying behaviour.

Harassment: is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person(s). It may be intentional or unintentional, i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.

Bullying Behaviour: Deliberately and repeatedly name-calling, making sexist or racist remarks, spreading rumours, texting abusive messages, threatening someone or excluding someone from games and groups are all examples of bullying or harassment.

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 will still be responded to as part of the school’s behaviour code as unacceptable behaviour.

Cyber-bullying can occur from a single act when the message or picture is sent to more than one person. For example, a bully may only press “send” once, but the choice to send the message to multiple addresses, makes the action more than a single incident.

Dislike: although social rejection can be hurtful, it is not bullying unless accompanied by repeated and deliberate attempts to distress or hurt.

Conflict: arguments can be distressing but it is not bullying when two people are both upset and neither one is misusing power over the other. Conflict may still give rise to unacceptable behaviour which will be responded to as part of the school’s behaviour code.

STRATEGIES TO DEAL WITH BULLYING

At Snowtown Primary School we will:

- Openly talk about bullying – what it is, how it affects us and what we can do about it.
- Teach our children the skills which will build their self-esteem and empower them to take the responsibility for themselves – and give them the opportunity to practise these skills.
- Implement the policy which clearly states what actions we will take to deal with bullying behaviour.

Responsibilities of Staff:

- Be role models in words and actions at all times.
- Ensure that our classroom management practices support respect for others.
- Be observant to signs of distress or suspected incidents of bullying.
- Deal with all reported and observed incidents of bullying as set out in this policy.
- Ensure that children are supervised at all times.
- During yard duty, make efforts to remove occasions for bullying by actively patrolling.
- Report incidents of bullying to the Principal.

Responsibilities of Children:

- To “tell” (eg. a parent, teacher, staff member) if they are being bullied or if they see someone else being bullied.
- To help someone who is being bullied.
- To not bully others and not be a bystander.

Responsibilities of Parents:

- To act in a way which models positive behaviour.
- To watch for signs that their child may be being bullied eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.
- To speak to someone on staff (classroom teacher first) at Snowtown Primary School if their child is being bullied, or they suspect that this is happening.
- To encourage their child to “tell” if they are bullied.

Responses to Bullying:

- Both sides will be listened to.
- Clarification will be sought from others that have witnessed the incident(s).
- Both the parents of the victim and the parents of the person responsible for the incident will be notified.
- A range of strategies will be used to ensure the behaviour stops and the victim feels safe. These could include;
 - Separate play times
 - Restricted play
 - Conflict and anger counselling
 - Behaviour checklists
- Should the behaviour continue, more serious consequences will follow:
 - Parent meeting
 - Suspension
 - Take home
 - Exclusion
- Support and strategies will be provided on an ongoing basis for the victim of bullying.
- Students who have bullied others will be supported to change their behaviour.

BULLYING is an action that is intended to THREATEN, HURT, ISOLATE or EMBARRASS

What it LOOKS like:

- Evil looks
- Ugly expressions
- Gangs
- Pushing
- Teasing
- Ignoring
- Hitting
- Fighting
- One-sided
- Texting / Facebook / Twitter

What it SOUNDS like:

- Swearing
- Yelling
- Abusive language
- Teasing
- Racist comments
- Sexual comments
- Fighting
- Gossip
- Mean
- Phone calls

What it FEELS like:

- Scared and helpless
- Hurt / sad
- Embarrassed
- Ashamed
- Worthless
- Worried / nervous
- Sick / tired
- Angry
- Lonely
- Confused
- Depressed

If YOU are being bullied OR if you KNOW OF someone being bullied (bystander) ...

LEVEL 1 RESPONSE

- Tell a staff member
- Tell those who are bullying you to STOP
- Try to ignore and walk away

LEVEL 2 RESPONSE

- Tell a staff member
- Tell a trusted friend
- Talk to the Student Counsellor
- Talk to the Christian Pastoral Support Worker
- Tell a family member

If the BULLYING CONTINUES ...

BULLYING, VIOLENCE and HARASSMENT will not be tolerated at Snowtown Primary School

ATTENDANCE POLICY

In South Australia it is a legal requirement that students between the age of 6 and 17 attend school each school day.

We have a legal responsibility to promote good attendance patterns and take action to rectify problems of non-attendance.

Attendance is –

- being at school every school day
- being at school on time
- being at school until dismissal time
- not leaving the school grounds during school day without permission

At Snowtown Primary School, we believe attendance is important because –

- it ensures continuity of education and student learning
- it enables students and families to develop and maintain positive relationships
- it develops positive work habits and a sense of responsibility

Parents/Caregivers will –

- provide an explanation regarding every absence (early leaving, late arrival, appointments, illness, family business etc.)
- ensure their child arrives punctually at school
- contact the school if the child's absence is likely to exceed 3 days
- inform the class teacher or a staff member of any difficulties relating to school attendance
- contact the school prior to any planned absences (family holidays, appointments etc.)
- exemptions can be negotiated with the Principal for absences up to one calendar month

School will monitor student attendance by –

- keeping accurate records in line with DECD guidelines
- following up reasons for absences with parent/caregiver via personal contact (phone calls), sending text messages to enquire of your child's whereabouts, notes or through the following letter that will be forwarded to the parent/caregiver if a reason has been unable to be obtained from a note in the diary/communication book or a phone call from the home group teacher.
- identifying non attendance patterns using current records and working with relevant staff to develop intervention programs

The Principal will –

- follow up student attendance concerns expressed by teachers
- ensure intervention occurs as soon as poor attendance is know.

Endorsed by Governing Council on 12/09/12

BEHAVIOUR MANAGEMENT PROCESS

Endorsed by Governing Council 12/12/12

The following is a common process to be used by all staff when responding to inappropriate or unacceptable behaviours within Snowtown Primary School. The process includes management of behaviours at both a classroom and Leadership level.

The responses are determined by the following definitions:

Inappropriate Behaviour – is any behaviour that is annoying or disruptive to others. The class or yard duty teacher usually handles inappropriate behaviour. If the behaviour continues and disturbs others' teaching, learning or play, then it should be considered as being UNACCEPTABLE.

Unacceptable Behaviour – is any behaviour that involves bullying, harassment, physical violence, verbal abuse, stealing, vandalism, persistent disruption or task refusal. Snowtown Primary School regards these behaviours seriously.

Individual teachers may modify this process in order to meet the needs of their class or group. For example, the ability of younger students to understand differs from that of older students. Whilst we acknowledge that teachers require the scope to modify this process to suit their class or group, we also recognise the need to be consistent in the implementation of this process, providing children with direction and certainty.

Common strategies used to manage inappropriate behaviours

Stage 1

Staff members use strategies which encourage students to develop and practise appropriate behaviour. The strategy or strategies used will depend on the situation. They may include:

- Establish effective relationships with students.
- Develop and maintain a positive relationship between school and home.
- Use awards, certificates, positive notes, stickers, etc.
- Celebrate success e.g. raffle tickets, point scores, happy charts, negotiated free time, etc.
- Start each day fresh.
- Set students up for success, establish achievable goals.
- Seek help from others as soon as you need it.
- Tactically ignoring.
- Rule reminders and reinforcements.
- Eye contact.
- Re-direction back to task.
- Non-verbal cues such as modelling the desired behaviour.

Strategies that are not used at our school are:

- Threats.
- Put downs.
- Overuse of rewards e.g. lollies.
- Writing words or lines.
- Punishing the whole class for the behaviour of a few students.
- Rewards that do not fit the school's Healthy Eating Policy.

Stage 2

Warning

- Student is given verbal notification that their behaviour is inappropriate. This warning may be recorded on charts, in a book or on the whiteboard.

Stage 3

Sit-out

- The student is removed from the whole class learning environment and isolated within the classroom.
- The student may be asked to reflect on their behaviour or continue to work.
- If the student continue with defiance or inappropriate behaviour in this area, then they move to Stage 4 or 5.

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Stage 4

Time Out or Buddy Class

- The student is removed from the classroom and directed to another classroom or location.
- A completed behaviour slip is to be sent with the student to an identified room with the time that they are to stay for recorded on the slip.
- Time limits may be negotiated. It is the responsibility of the class teacher to communicate with the teacher who is supervising a student's time out. Class teachers need to liaise with the time out/ buddy teacher to discuss expectations.
- Duty of care must be maintained.
- The student may be asked to continue with their work or sit quietly and reflect on their behaviour.
- The classroom teacher will notify the parents/caregivers that their child has been to time out/buddy class.
- If the student continues with defiance/inappropriate behaviour in this area, the child will move to Stage 5 and the classroom teacher will be notified.

Stage 5

Exit to Office Time Out

- The student will be asked to go to the front office area.
- A behaviour slip detailing specific information about the behaviour should be sent with the student to assist with follow up.
- Whilst in this area, the student will be restricted in their social interaction. They may or may not be required to do set work and they will not be used to run errands.
- The time limit will be determined by the behaviour of the student.
- If the student continues to show unacceptable behaviour in this area, they may move on to Stage 6.
- Leadership staff will strive to discuss behavioural issues with all involved and keep relevant staff members informed of outcomes.

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Stage 6

Take Home

- In response to violence or sexual/racial harassment or other ongoing behaviours determined to be unacceptable or inappropriate by school Leadership.
- Used when there has been no evidence of behavioural change after the previous stages have been tried and counselling.
- Parents/caregivers will be notified and will be required to take part in discussion prior to and throughout this stage.
- Parents/caregivers notified to collect their child from the school. Child returns to school the following day. A Student Development Plan may be developed.
- Leadership Staff will continue to keep relevant staff informed of outcomes.

Stage 7

Suspension

- In response to violence or sexual/racial harassment or other ongoing behaviours determined to be unacceptable or inappropriate by school Leadership.
- Used when there has been no evidence of behavioural change after the previous stages have been tried and counselling.
- Parents/caregivers notified to collect their child from the school.
- Parents/caregivers will be required to take part in discussion prior to and throughout this stage.
- A re-entry meeting will be held before the child returns to school, where a Student Development Plan will be drawn up. The teacher who had the student at the time of the suspension will also be part of the re-entry process.
- This plan to be documented and all participants will be given a copy of it.
- Leadership staff will continue to keep relevant staff informed of outcomes.
-

Suspension is used in the management of unacceptable behaviour. It is used to ensure the right of other members of the school community to be safe and to learn while a student supported in dealing with his or her behaviour problems.

A student may be suspended if they have:

- Threatened or perpetrated violence.
- Acted in a manner which threatens the good order of the school by persistently refusing to accept the school's behaviour code.
- Acted illegally.
- Interfered with the rights of teachers to teach and students to learn.
- Shown persistent and wilful inattention or indifference to school work.
-

While a student is suspended, they are not permitted to enter school grounds or building unless invited by the Principal.

Initially a child may be suspended for a period of up to 5 days, depending on the severity of the behaviour. While the student is suspended, a re-entry meeting is held (usually on the morning of the student's return) and a plan is documented.

Exclusion

A student will generally be excluded rather than suspended if the Principal believes the student's unacceptable/inappropriate behaviour is severe enough or frequent enough to warrant a stronger response. A student may be excluded between four and ten weeks or for the remainder of the term.

An 'Intent to Exclude' form is sent to the parents/caregivers. The student is suspended for 5 days while a meeting is arranged.

Before exclusion is decided upon a conference is held so that the student, parents or caregivers and the school can discuss the student's behaviour and so that the Principal can make a final decision about the exclusion. An Interagency Behaviour Support Co-ordinator or another member of the team is present at this meeting. Parents may invite other support people to attend this conference.

The rights of the parents or caregivers to appeal against the exclusion are explained at the conference.

At the end of the period of exclusion, a student will take part in a supervised re-entry to the school if the goals of the exclusion plan have been met. If the goals have not been met then the exclusion may be extended. Appeal rights apply in this situation.

Whilst under exclusion, a student under 15 years of age is required to complete an alternative educational programme, which may be in another school, a learning centre or another location.

Complementary Elements

Teacher Support

Teachers may request other teacher support to manage or address conflict between students.

Cool Down

Teachers will use their discretion to allow students time and space to cool down. This strategy is to assist students in anger management. Duty of care needs to be maintained.

Documentation

Staff document behaviour and this supports communication between staff, parents and students. Leadership is required to document unacceptable behaviours for storage on the EDSAS/DUX system. This information can be made to both parents and teachers.

Communication

Success is due to the fact that student behaviour is followed up and strategies put in place for students to work towards their goals. This is done through any of the following: communication books, diaries, meetings, phone calls, home visits etc. Extensive records are kept of incidents so that staff can identify the possible causes of triggered behaviour and develop strategies to prevent re-occurrence.

Student Development Plans

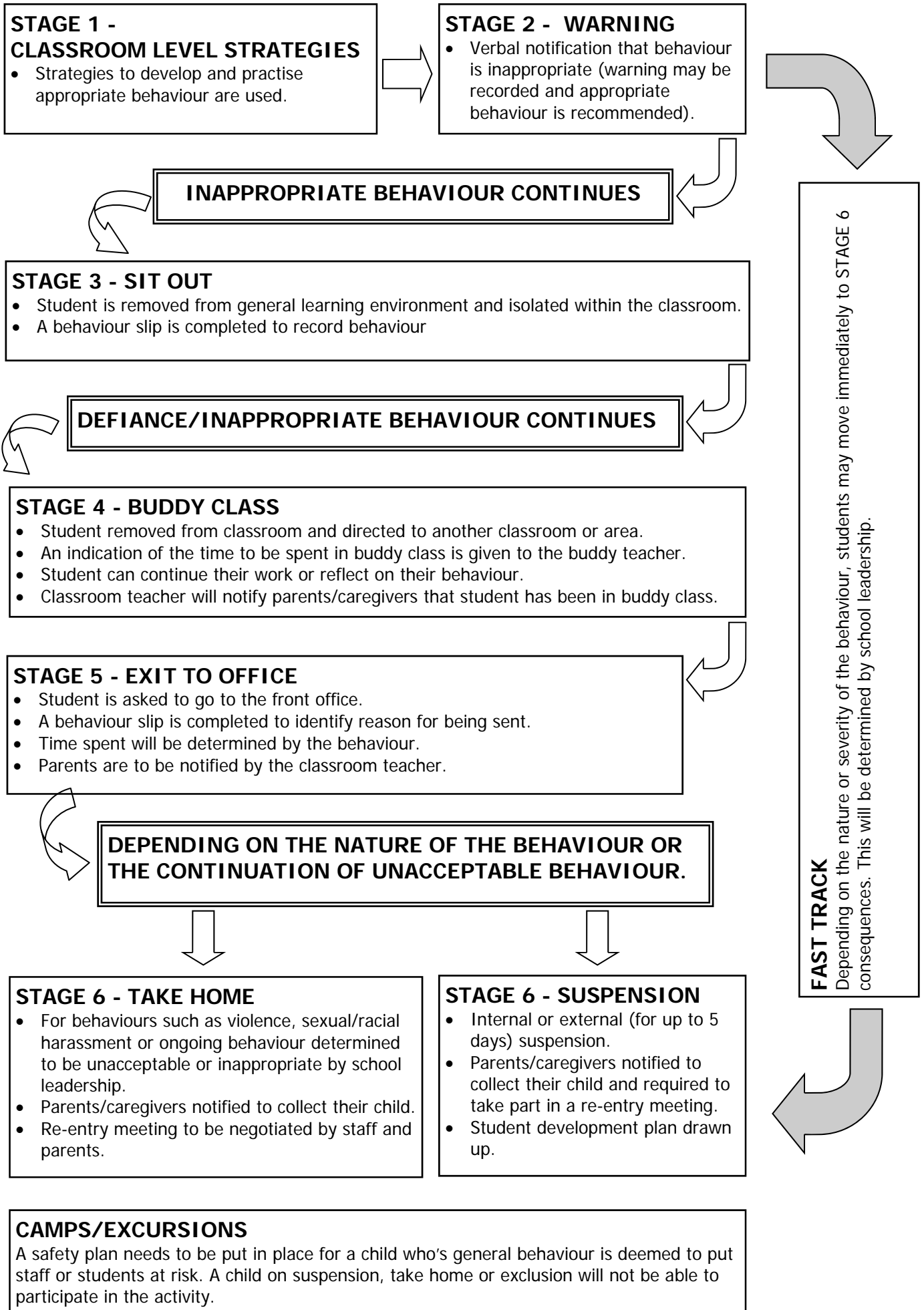
If a student has behavioural problems at school, a student development plan may be implemented. This is negotiated between school staff, the student and the parents or caregivers as a part of the behaviour change programme. It clearly outlines the responsibility of the student, the school and the parents or caregivers in helping the student become more successful at school. Staff members involved with identified students will be invited to contribute in the development of student plans.

The class teacher is responsible for advising other staff who work with the student and relief teachers of students who are Development Plans. Where necessary, other staff will be informed of individual student's Development Plan goals and expectations.

Interagency Referral – Support for Students

Once the school has implemented a variety of strategies and needs further support, a referral to the Student Inclusion and Wellbeing Co-ordinator may be sought. A meeting consisting of the parent, senior staff and class teacher discuss strategies implemented and parental consent is sought to submit a referral. The Student Inclusion and Wellbeing Co-ordinator co-ordinates support agencies for the child, school and family.

BEHAVIOUR FLOWCHART

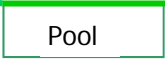


YARD AREAS

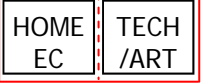
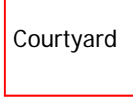
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PAVED AREA Access to drink taps



SOUTH



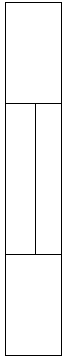
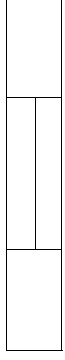
R-7



Library

Admin

~ OUT OF BOUNDS ~



GLEN DAVIDSON DRIVE

BUS POLICY

Snowtown Primary School, in conjunction with the Department for Education and Child Development, has an ongoing commitment to maintaining a high level of safety for students and preschool children who travel on school buses. This policy is written in conjunction with DECD guidelines for school buses.

Eligibility to travel

Irrespective of the eligibility criteria, **no students are permitted to use the school bus without parents first gaining the prior approval of the Principal.** This also applies when **casual bus use** might be required – e.g. staying at a friend's place. It is an expectation that parent/caregivers will provide an approved booster seat for younger children.

- To be eligible for travel on a school bus, a student must live more than 5 kilometres from the school and be a primary aged student.
- Students living within this range have no entitlement to travel, but may do so if –
 - Room is available on the bus
 - Permission is granted by the Principal
- The Department has no responsibility to provide transport for pre-school children, but they may travel on the bus provided that
 - Individual approach is given in writing by the Principal
 - There is available room on the bus
 - The child is met at set down points
- All ineligible travellers can have their permission to travel withdrawn if the seats are required by eligible travellers.
- Casual bus users are able to access a seat provided that -
 - A request from the parent/caregiver has been made to the Principal prior to the need for bus travel
 - There is room on the bus – this to be negotiated with the bus driver by the Principal or delegate
 - The student concerned has not previously caused disruption on a school bus

Endorsed by Governing Council on 12/09/12

CAMPS, EXCURSIONS & SCHOOL FUNCTIONS POLICY & PROCEDURES

Snowtown Primary School and its community support school camps and excursions for the benefits they have for student's intellectual, physical and social learning - we believe that camps and excursions are a worthwhile extension to the formal school programme.

The purposes of this document are to -

- Assist teachers, students and parents to be aware of the camps and excursions that may be conducted during a year
- Outline the expectations and responsibilities for those involved with a camp or excursion

NOTE - In any year there are likely to be a number of camps and excursion that are organised to take advantage of opportunities, which arise during the year and therefore cannot be listed in this policy.

Rationale

As a school community we support children having the opportunity to go on School Camps and Excursions

- To enrich the curriculum through authentic learning experiences
- To be an integral part of Pastoral Care programs
- To foster and develop relationships between students and between students and their teachers
- To provide students with the opportunity to further develop personal skills in such areas as leadership, peer support and teamwork.
- To further develop and facilitate a sense of identity, interdependence, thinking and communication as outlined in SACSA (South Australian Curriculum, Standards & Accountability Framework).
- To develop knowledge and skills in relation to outdoor life for later use whether for work, sport, recreation or survival.
- To provide a variety of experiences which may not be available locally or in the surrounding district

Associated with the rights of students to attend camps are some responsibilities. These include -

- Having a safe, caring attitude towards themselves and others
- Demonstrating responsibility for their own behaviour in accordance with the Behaviour Code
- Showing social skills that protect individuals rights

PARENTS/CAREGIVERS WILL -

- Be aware of the school camp/excursion policy
- Be aware of expectations of student behaviour and the consequence of appropriate and inappropriate behaviour
- Be aware of the school uniform or other appropriate clothing requirements for the camp/excursion
- Return the required permission notes as requested
- Provide staff with appropriate health and medical information and other relevant information about their children taking part in the camp/excursion
- Make the required payments for the camp/excursion by the due dates, unless otherwise negotiated beforehand with the Administrative Officer or the camp/excursion leader.

STUDENTS WILL -

- Be aware of school camp/excursion policy
- Be aware of the learning outcomes expected and work requirements of the camp/excursion
- Be aware of expectations of student behaviour while on the camp/excursion and the consequences of appropriate and inappropriate behaviour, including the option of sending a student home from a camp for serious misbehaviour
- Comply with the expectations, rules and procedures for the camp/excursion
- Be aware of and comply with, the school uniform or other appropriate clothing requirements for the camp/excursion
- When appropriate, assist with money raising activities for the camp/excursion
- Attend school based meetings regarding the camp/excursion
- Be aware that three or more time-outs in a term, or a period of suspension, could lead to exclusion from attendance at camps/excursions that are not a compulsory part of a school course (Students who are excluded from a camp/excursion may negotiate with the camp/excursion leader to review the exclusion, at the discretion of the camp/ excursion leader)

Endorsed by Governing Council on 12/09/12

DEBT RECOVERY POLICY

This Policy provides guidance to the school management for the recovery of all debts due to the Governing Council. Most of these debts will be for the Compulsory Materials & Services Charge, but this policy may be applied, with any necessary modifications, to other debts.

This Policy is to be read and applied subject to any DECD administrative requirements.

The Compulsory Materials & Services Charge may consist of two components.

- The enforceable Materials & Services Charge, as defined in Education Regulations.
- An additional amount charged by the Governing Council, to help meet the school's budgeted expenditure for the year concerned.

Information relating to individual instances of unpaid Materials & Services Charge is to be treated as confidential and is not to be disclosed to any person without the authority of the Principal.

All parents/caregivers wishing to use the instalment scheme will be asked to sign a commitment to that effect. If the commitment is not signed the school will automatically expect the Charge to be paid in full. Should parents/caregivers fail to meet these commitments, or fail to contact the school re non-payment, the Governing Council will start the necessary steps to retrieve the outstanding Compulsory Materials and Services Charge.

A regular commitment to payment of school fees must be undertaken before students can attend or participate in any extra curricula activity (this includes all camps, excursions, and sporting activities).

Endorsed by Governing Council on 12/09/12

DRESS CODE

At Snowtown Primary School we believe that the wearing of school uniform positively supports our school values.

School uniform policies are a part of almost all schools in South Australia. Snowtown Primary School has developed a policy which has meant that all students are required to comply with a dress code that serves the need of the school community.

Students are expected to wear uniform at all times. The key reasons for supporting uniform clothing are -

- The need to further project a positive image of the school in the community and for excursions.
- The widely acknowledged view that uniform clothing items are the most economical form of school attire.
- For students to wear clothing that is practical, flexible, inexpensive, non-competitive, gives a sense of identity and is not distracting.

What is uniform -

- Royal blue school jacket with SPS logo
- Royal blue school polo shirt with SPS logo
- Navy slacks, track pants or blue jeans
- Navy long legged shorts
- Blue/white check dress
- Flat closed-in shoes should be worn for safety in winter. Flat heeled supporting sandals may be worn in the warmer months
- Royal blue wide brimmed hat
- Hats - Students are required to wear broad brimmed hats outside all year round.

Note: SAS items may still be worn

Not to be worn -

- Singlets or sleeveless tops
- Hooded jackets
- Inappropriately branded clothing
- Revealing clothing, including short shorts and low cut crop tops
- Thongs, Ugg boots, scuffs or slip on shoes
- Baseball style or peaked hats
- Excessive jewellery
- Make up

Items will be available approximately twice per year and ordered through the beginning of the year package or the school newsletter.

Endorsed by Governing Council Term 4 2012.

DRUG POLICY

Authority

This policy is consistent with DECD Intervention matters: A policy statement and procedural framework for the management of suspected drug-related incidents in schools. This policy was developed by our Drug Strategy Core Team in consultation with students, staff, parents and community partners, and endorsed by the SRC, staff and Governing Council in 2006. To ensure continuous improvement, school procedures will be reviewed after every drug-related incident, whilst the policy will be reviewed at least every two years. This policy is included in the Parent Handbook, which is distributed to all families. Copies of this policy, together with the Intervention Matters document, relevant proformas and Drug Information Packages are kept in the Principal's office. A copy of the policy and supporting documents are available to supervisors of extracurricular activities. To help support families where a student has been involved in a drug-related incident Drug Information Packages will be made available.

Overarching policy statement

Snowtown Primary School is a R-7 school in the Yorke & Mid North District. Our school is committed to maintaining a safe, secure and supportive environment for its community. This policy is part of our Whole School Drug Strategy that includes a range of curriculum; policies and procedures; and positive school environment initiatives. Our school takes action to prevent drug use by students and to intervene if it occurs by taking a whole of school approach. The use, possession and/or distribution of illicit drugs and the unsanctioned use and distribution of drugs such as alcohol, tobacco and prescription drugs, are not accepted. Any medication to be taken at school must be documented in a Health Care Plan.

Links to other school initiatives

- This policy also relates to our school's medication management, OHS&W and curriculum policies and our school's behaviour code.
- Drug education is taught as part of a developmentally appropriate curriculum.
- Partnerships are made with parents and community agencies to assist our school to address drug issues.
- Student resiliency and wellbeing are promoted.

Within our school this is further supported by -

Child Protection Curriculum - School finances the Life Education Van - Whole School Drug Strategy Core Team - Newsletter - Special Speaker Days e.g. Brain Man - Literacy Project - Physical Education Emphasis - Employment of a Christian Pastoral Support Worker - Sports Days - School Counsellor - Participation in other sports such as golf and table tennis - SAPSASA access - Opportunity for buddying with different classes - Student Representative Council - Crime Prevention Programme

Principles and rationale

The principles of natural justice and procedural fairness will apply in the management of suspected drug-related incidents, as outlined in the supporting documentation. Our school will implement these in the following ways -

The student/s will be informed of

- the form of the proceeding
- their right to impartial adjudication
- their right to be represented by an advocate of choice
- their qualified right to privacy
- what has been alleged
- their right to appeal
- their right to be heard and to question evidence

If suspected drug related incidents occur and drug issues arise, they will be managed and responded to in ways that -

- minimise the harm to all members of the school community
- ensure the wellbeing, educational careers and ongoing support for the students involved are both firm and fair.

Procedures for both school and extra curricular activities

Overview

Involvement with drugs, including illicit and unsanctioned drugs, means that school personnel have reason to believe that -

- drugs have been or are being used
- students are in possession of drugs or instruments used with drugs
- students are present when drugs are being used by others

In the event of a suspected drug-related incident -

- the safety and wellbeing of students will be considered paramount: they may need to be treated as unwell in accordance with the school's health plan and/or emergency procedures.
- Parents will be contacted in instances of possession, use or distribution of illicit drugs or the use and/or illegal distribution of unsanctioned drugs.
- Police and the District Director will be informed in instances of possession, use or distribution of illicit drugs and/or the illegal distribution of unsanctioned drugs.

Snowtown Police telephone - 8865 2100

Kadina Regional Office - 8821 2555

- Consequences may vary and will depend on the nature of the situation, its potential for harm and the circumstances of the individual students involved. However, they could involve suspension or exclusion.
- Any bystanders will be managed using the same principles and procedures as used with other students involved in a suspected drug-related incident.

Follow-up support for student wellbeing will be implemented.

School procedures - Refer to the roles and documentation included in this policy

Initial Procedures

- Calmly but firmly intervene ensuring the safety and health of the student/s and particularly utilising OHS&W principles in caring for yourself
- Consider calling on additional staff. If the intervening staff member is not a teacher, a teacher should be called to the scene
- Inform student/s of suspicion and seek their cooperation
- Make a first aid assessment (and if necessary seek medical advice)
- Note incident details – who, what when and where
- Safely, collect any suspected drugs and drug paraphernalia
- Escort student/s to the principal and hand over details of incident

Initial interview

- Continue to monitor student safety – if there are concerns relating to the students' health the interview must not continue
- Secure evidence
- Make initial assessment of seriousness of the incident
- Inform student/s of the form of proceedings and their rights
- Determine and contact participants as appropriate – student, parents/caregivers and procedural observer
- Ensure that all participants understand proceedings and roles
- Interview student/s to collect and document facts about the incident
- Determine level of involvement

Assessment

- Use/possession/distribution of illegal substance or unidentified substance
- Use/possession/distribution of legal substance but illegal behaviour
- Use/possession/distribution of legal substance but unsanctioned behaviour
- No substance, no confession of drug use but unusual behaviour suggests drug use
- Suspend interview and contact police to investigate/identify
- May need to contact the police for clarification or notification
- Use professional judgment to determine the need to inform the police
- Treat the student/s as being unwell according to the Health Support Planning Guidelines.
- Contact parents/caregivers to collect unwell student

Following actions

- Make decisions about consequences, including educative, punitive and deterrent
- Where necessary, organise and implement student development plans as part of the consequence -
 - ongoing educational support
 - counselling
 - re-entry planning if the student has been suspended
 - Debrief staff and review school policy

Designated staff -

- Principal's delegate
- First aid support staff
- Other relevant student support officers

Other relevant contact points -

- Kadina Regional Office - Ph **8821 2555**
- Regional Director - Ph **8632 0600**
- Social Worker & Student Attendance - Ph **8841 2000**
- SAPol (Snowtown) - Ph **8865 2100**
- DASSA - through ADIS - Ph **1300 131340**

GRIEVANCE PROCEDURE

Ratified: 13/03/12

This procedure is designed to provide an efficient and fair resolution of a complaint in accordance with the principles of natural justice through a process that is impartial, transparent and supportive. All matters related to a grievance should be treated in a confidential manner. This means that they are not shared with others who are not involved in the process.

STEP 1 In the first instance take up the concern directly with the person/people involved. Early action at this level generally provides the best opportunity for positive resolution. Document the concern and the outcome of the meeting along with any relevant information to come from the meeting.

- **Staff and Parents:** be clear about the issue and check the details. Make a time to meet with the person and provide them with an idea of the details of the issue.
- **Students:** be clear about what the problem is and how you would like it to be solved. Make a time to meet with the person at a mutually suitable time.

STEP 2 Monitor the agreed outcomes of the meeting.

- **Parents and Students:** this means giving a fair amount of time to see that a change has taken place. It may take more than a few days to see that the changes have occurred.

STEP 3 If the concern continues seek advice from a trusted third party. Reschedule another meeting with the person/people concerned and again discuss the concern, documenting discussions and outcomes. The trusted third party could be involved in this meeting.

- **Staff:** a third party could be your union representative.
- **Parents:** a third party could be a parent from the school's Governing Council.
- **Students:** a third party could be the School Counsellor or a trusted member of staff.

STEP 4 Monitor the agreed outcomes of the meeting.

STEP 5 If the concern continues notify the Principal who will establish a formal grievance meeting with all parties concerned. At this meeting there will be a formal assessment of the grievance where issues will be analysed, the complaint clarified and a remedy sought. The meeting will be documented.

STEP 6 Monitor the agreed outcomes.

STEP 7 If the concern continues contact in writing can be made with the Regional Office. A representative from this office will conduct a formal investigation of the concern.

NOTE This procedure should be used, regardless of the role(s) of the person/people involved. If the grievance is with the Principal, follow steps 1-4 and should the concern continue, go to step 7.

For teaching and ancillary staff, if the concern relates to a work load issue, involve members of the PAC at step 3.

PRINCIPLES FOR COMPLAINT RESOLUTION

The following principles are central to any complaint resolution process:

- Complaints are dealt with promptly, seriously, sensitively, confidentially and without bias.
- All parties act in good faith and respect the rights of others while seeking to balance the interests of all parties.
- The complainant has the responsibility to communicate clear reasons for and details of the complaint and to nominate his/her preferred resolution approach and desired outcome.
- The views and needs of complainants and respondents are taken into account.
- The outcomes sought should aim to minimise detrimental impacts on ongoing relationships.
- Consideration is given to the needs and issues of Aboriginal complainants.
- Processes are inclusive of cultural and gender perspectives.
- Processes take into account the potential influence of power in relationships between individuals and/or groups.
- Complaints are treated as a potential learning experience for all involved.
- The experience gained from the process will be used to identify changes necessary to improve practices.

If you are still not satisfied you can refer your feedback or complaint to the Parent Complaint Unit.

Email: DECD.ParentComplaint@sa.gov.au

Phone: 1800 677 435

The complaint unit will - assess your complaint, decide what action is needed, let you know what has been done and when you can expect to hear about the outcome.

In most cases you can expect to hear a decision within 35 working days.

HEALTHY FOOD & DRINK SUPPLY POLICY

Rationale

The food and drink supplied at Snowtown Primary School reflects the value the school puts on healthy eating practices to students and the wider school community. In addition to providing nutritious foods, we have an important health-promoting and educational role.

As a DECD site, we must comply with the right bite healthy food and drink supply strategy. This strategy uses a spectrum of colours to represent different types of foods:

GREEN CATEGORY - CHOOSE PLENTY

The best choices for schools and preschools. They include -

- Breads, cereals, rice, pasta and noodles
- Vegetables and legumes
- Fruit
- Dairy foods – reduced or low fat milk, yoghurt and cheese
- Lean meat and poultry, fish, eggs, nuts and legumes (dried beans and lentils)
- Water

Include a wide variety. These are tasty, fresh and good value-for-money choices

AMBER CATEGORY - SELECT CAREFULLY

- These are mainly those that have had some fat, sugar or salt added to them and water removed during processing.
- These can be convenient foods but they should not dominate – choose healthier options instead and reduce the number of AMBER foods.
- Large serving sizes should be avoided
- AMBER foods should be served with extra vegetables and fruits

RED CATEGORY - OCCASIONALLY

- These foods and drinks are not essential for a healthy diet and are banned from sale at school canteens and preschools.
- They are outside of the foods recommended by the Dietary Guidelines for Children and Adolescents in Australia and are based on the 'extra' foods as defined by the Australian Guide to Healthy Eating
- These include items such as sugar and artificially sweetened drinks, confectionery, deep fried foods, snack foods like crisps, chips and biscuits, chocolate-coated and premium icecreams, icy poles and ice crushes (unless 99% fruit juice), cakes, muffins, sweet pastries, slices, croissants, doughnuts, buns and bars, and savoury pastries like pies, pasties and sausage rolls

For students who use the lunch-order system regularly, the foods purchased make a significant contribution to total food intake and nutrition. Nutrition is important to health throughout life and it is particularly important at times of rapid growth and development, which include the school years.

A whole-school approach is needed for the successful implementation of this policy. **Staff members, parents and other community members who are involved at the school will be expected to support the policy.**

Aims:

- Provide a nutritious selection of foods and drinks at reasonable prices through lunch order and/or canteen services. (Foods to be consistent with the right bite Healthy Food and Drink Supply Strategy, which is based on the Australian Dietary Guidelines for Children and Adolescents and The Australian Guide to Healthy Eating.)
- Promote and encourage healthy food choices through a whole-school approach.

Lunch-order menu planning:

- Maintain consistency with this policy.
- Plan in accordance with the right bite guide
- Lunch provider to have responsibility to make decisions about changes to the menu, provided that those changes are compliant with the right bite strategy.
- Promote and market healthy choices

Other aspects to support the right bite Healthy Food and Drink Supply Strategy:

- Fundraising will use healthy strategies and not involve foods and drinks in the RED category.
- Foods and drinks provided for class activities (eg. camps, excursions, parties, rewards) will include healthy choices from the GREEN and AMBER categories.
- Foods and drinks provided on whole school occasions will usually be from the GREEN and AMBER categories, except for approved occasions as per the strategy.
- Some RED category food and drink may be provided on a maximum of two occasions a term in certain situations such as celebrations or events in which the whole school community is involved.

Food hygiene and safety:

- Comply with the current Food Safety and Hygiene Regulations.
- Personnel involved with lunch-order and canteen services will have adequate level of training in food safety and hygiene.

Occupational Health and Safety:

- Comply with the current Occupational Health and Safety regulations
- All relevant staff and volunteers to be made aware of evacuation procedures in case of fire or other emergency.
- Students are not permitted to heat food or have food heated for them.

Lunch-order management:

- This will be governed by the conditions agreed to as part of the tender process used to select the provider of the services.

Review, monitoring and distribution of the policy and general policy issues:

- This policy will be included in the Parent Information Handbook.
- The **Principal** will review this policy annually and the suggested amendments will be forwarded to the Governing Council prior to their annual general meeting.

Endorsed by Governing Council on 12/09/12

LUNCH ORDER POLICY

Lunches are provided by the Snowtown Hotel

Ordering Process –

- Lunch bags are supplied by the Snowtown Hotel and are available from each class.
- Students fill out their order and place the appropriate money in the bag.
- The bag is placed in the container that is used by that class by 9.00am.
- The container is to be brought over to the Front Office by a monitor by 9.10am.
- Any late orders (between 9.00am and 10.30am) must be taken directly to the Front Office.

School Responsibilities

- Class teachers to remind students of lunch orders as part of daily morning routine.

Snowtown Hotel Responsibilities

- Supply lunches as per orders
- Arrange to deliver any missed orders to the school

Student/Parent Responsibilities

- Parents/Caregivers to remind students that they are ordering (on a given day/days).
- Parents dropping students off to school after 10.30am need to make their own arrangements concerning lunch for the student.
- Students arriving at school after 10.30am will need to have made their own arrangements concerning their lunch.

MOBILE PHONE / ELECTRONIC DEVICES POLICY

At Snowtown Primary School, we discourage students from bringing mobile phone/electronic devices to school, as they are able to access front office and teacher prep area phones in an emergency by negotiation with a staff member.

The school accepts no responsibility for lost, damaged or stolen mobile phones or other electronic devices

If students bring mobile phone/electronic devices to school the following rules apply:

- Mobile phone/electronic devices are to be turned **OFF** and **kept in school bags** at all times during the school day or **handed in at the front office** at the beginning of the school day.
- Mobile phone devices may not be used to phone or text parents/caregivers when unwell. (Front office staff and the class teacher need to be consulted and the phone call made from the front office.)
- Mobile phone/electronic devices may not be used to take photographs of others.
- Individual music players/electronic devices may **NOT** be used on school grounds between 8.30 and 3.30 for R-7 students.

Consequences for non-compliance with this policy will include:

- The student will be required to place the device in a labelled envelope, which will be kept at the front office until the end of school day.
- Contact with parents/caregivers.
- Non-Compliance of this policy will be dealt with using the school's behaviour code. For second and subsequent offences in the school year, parents will need to collect the device from the school in person.

.....
The consent below is included on the Consent Form given to each student at the beginning of the year or when they enrol throughout the year.

Student: _____

Year: _____

I acknowledge that I have read Snowtown Primary School's Mobile Phone/Electronic Devices Policy and am aware of the consequences that will be put in place if my child misuses his/her mobile phone /electronic device.

Parent/Caregiver signature..... Date:.....

Endorsed by Governing Council on 12/09/12

RACIAL AND SEXUAL HARASSMENT

Sexual and Racial Harassment is illegal and unacceptable. Snowtown Primary School is committed to creating an environment free from harassment. This policy deals with what to do; if a student or staff member is harassed by a student or staff member at school.

What is Sexual Harassment?

Sexual harassment is a form of bullying. It is unwelcome sexual conduct which makes a person, (male or female, of the same or opposite gender, same-sex attracted, bisexual and transgender) feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident or repeated or continuous, direct or indirect and take various forms, including but not limited to:

- Unwelcome touching, hugging, kissing, brushing up against a person
- Staring or leering
- Suggestive comments or jokes
- Sexually explicit pictures, screen savers, posters, graffiti, letters, messages, magazines or any other visual or written medium
- Unwelcome invitations to go out on dates
- Requests for sex
- Inappropriate and intrusive personal questions about a person's private life or their body, religion or culture
- Insults, taunts, teasing or name calling of a racial or sexual nature or sexually explicit conversation
- Accessing sexually explicit internet sites
- Offensive phone calls, letters, emails or mobile phone text messages
- Posting filmed or photographed images or comments on social networking sites
- Behaviour which may constitute a criminal offence under criminal law and reportable to the police, such as physical or indecent assault, stalking, obscene communications, sexual assault

Sexual harassment is a legally recognised form of sex discrimination.

Behaviour of a sexual nature based on mutual attraction, friendship and respect which is welcome or invited, consensual and reciprocal does not constitute sexual harassment.

What is Racial Harassment?

Racial harassment is a form of bullying. It is unwelcome conduct of a racial nature against another person, where the other person reasonably feels offended, humiliated or intimidated. It can include:

- Racial remarks
- Written comments, text messages or emails with racial content
- Showing or sending pictures of a racially vilifying nature

Any other conduct of a racial nature.

What happens when someone is harassed at school?

If you are sexually or racially harassed at school, you should promptly report the behaviour to the Principal or Counsellor.

The school will investigate the matter which may include:

- Asking you for detailed information about what happened. This will take place in a private place and you are welcome to have a support person with you.
- Examining any offensive material that has been shown, sent or given to you, which may also be confiscated.
- Gathering information from others at the school. We may need to speak to other people who may have seen or heard what took place.

If it is evident that sexual or racial harassment has taken place the school will make every attempt to resolve the matter, which is to see that the behaviour ceases. This may include:

- Applying the school's behaviour code and appropriate consequences that may include suspension from school for student misbehaviour.
- Informing parents and teachers as appropriate and negotiated with the victim.
- Linking victim with support from within the school and if needed DECS Employee Assistance Program (1300 360 364)
- In case of suspected criminal behaviour the police will be contacted.
- If the criminal behaviour involves electronic devices eg mobile phones the Principal has the authority to hand these over to the Police.
- Any other appropriate action to reduce the risk of recurrence.

If the matter is not resolved with the schools assistance, contact can be made with the Equal Opportunity Commission to lodge a complaint.: Website <http://www.hreoc.gov.au/>
Complaints: 1300 656 419.

Endorsed by Governing Council on 12/09/12

SMOKE FREE POLICY

The Department for Education and Child Development (DECD) Smoke-free Policy has been endorsed.

Under the policy, smoking will be prohibited at all DECD facilities and property, including land, buildings, structures, outside areas whether owned, rented, or leased by DECD, and all vehicles owned, leased, rented, contracted for, or controlled by DECD used for transporting students, staff or visitors.

The policy will apply to all persons entering or using DECD premises, including all DECD staff, clients, volunteers, students and researchers, as well as contractors and visitors.

The policy and other information are available for downloading from the following website -
<http://www.decd.sa.gov.au/hrhealthsafety/pages/ohsms/policy>

SUN SMART POLICY

Students are required to wear broad brimmed hats while outside all year round - no hat, no play - or remain in the designated shade areas which are the front tables by the Teaching Unit Office and the undercover area by the Sports Shed. Hats are available for purchase from the Front Office.

Indifference to the wearing of hats can lead to behaviour consequence. Students are encouraged to wear sunscreen. Sunscreen is available in each class area but students are encouraged to bring their own supply of sunscreen. Students are encouraged to wear hats for the whole year.

DECD is committed to providing and maintaining a safe and healthy work environment for its employees, students and visitors. This procedure applies to all DECD employees in schools, pre-schools and departmental offices and will be achieved through the development of safe systems or work for employees whose work may involve exposure to UV radiation.

DEFINITIONS –

UV Radiation -

Exposure to ultraviolet radiation (UVR) from the sun is the major cause of skin cancer in Australia. Employees working outdoors have a high risk of developing skin cancer due to their exposure to UVR. The risk of exposure is greatest between 11.00am and 3.00pm as the sun's rays are more direct. Cloud cover may reduce the intensity of the UVR but exposure and sunburn can still occur under clouds from scattered and reflective UVR.

Protective Equipment –

Includes items such as hats, long sleeved clothing, sunglasses, sunshades, sun screen and sunblock creams.

Safe system of work –

The total set of methods adopted for carrying out the operations required in a workplace. A safe system of work covers all aspects of the employment situation including the organisation of work processes; the methods of using machinery, plant and equipment, the methods of hiring labour, job training, instruction about hazards associated with the job and their management.

PROCEDURES FOR SUN PROTECTION –

Principal must –

- Determine situations where employees (and volunteers) will be required to undertake work while exposed to the sun e.g. yard duty, supervising student excursions and camps, sports days, maintenance and ground work.
- Where possible provide shade cover for playing areas e.g. yards.
- Consult with the Health and Safety representative in the development of safe systems or work for working in the sun at the worksite and for work such as excursions, aquatics, and agricultural studies.
- Consider strategies such as
 - Rescheduling certain jobs or limiting them to safer times of the day e.g. before 11.00am and after 3.00pm
 - Modifying the hours of work so that outdoor work is avoided during the time of the day when ultraviolet levels are highest
 - Altering the location of work
 - Building in unscheduled breaks
 - Providing appropriate personal protective equipment for all staff required to work outdoors even for short periods

Employees must –

- Follow the systems of work developed
- Utilise all appropriate protective equipment/materials

RECORDS –

Principal must ensure that records are kept of the system of work developed, the training undertaken and the provision and maintenance of any personal protective equipment necessary.

SAFE SYSTEMS OF WORK –

Working in the sun / playing in the sun

- Sun Protection Equipment should be worn – broad brimmed hat, sunscreen, sunglasses, long sleeve clothing and long pants.
- Unscheduled breaks will be permitted if working for extended periods outside.
- Endeavour to reschedule certain jobs whenever possible i.e. before 11.00am and after 3.00pm.
- Outside lessons to be scheduled before 11.00am.
- Students will be able to access covered shade areas e.g. Near Sports Shed, Canteen, Library.

Excursions

- Sun Protection Equipment should be worn.
- Sunscreen taken with group
- Water coolers are available for use and should be utilised (stored in Sports Shed).
- Sunshades are available for use (stored in Sports Shed).

Aquatics

- Sun Protection Equipment should be worn (sunscreen) and the use of sun protection swimwear is encouraged or a T-shirt.
- Students and staff should reapply sunscreen frequently
- Long sleeved tops, hats, sunglasses, sunscreen and long pants are advisable for spectators.

Extreme Weather conditions (defined as rain, excessive heat, excessive wind and dust, thunder and lightning conditions). **To be read in conjunction with the Inclement Weather Policy under Policies.** There are many shaded areas available for students during any extreme weather conditions.

Endorsed by Governing Council on 12/09/12

WELLBEING POLICY

Endorsed by Governing Council 12/08/12

At Snowtown Primary School we believe that everyone has the RIGHT to be and feel safe.

Bullying....

Is repeated verbal, physical, social or psychological behaviour that is harmful.

Involves the misuse of power by an individual or group towards one or more persons.

Harassment is....

Behaviour that targets an individual or group.

Harassment is intended to offend, humiliate, intimidate or create a hostile environment.

Cyber-bullying is....

Bullying which uses e-technology as a means of victimizing others, either in or out of school hours.

What does Bullying look like?

Bullying behaviour can be....

VERBAL – name calling, put downs and threats, being made fun of and teased in a mean and hurtful way.

PHYSICAL – hitting, tripping, poking, punching, kicking, throwing objects, spitting, grabbing (stealing from others). Being hit, kicked or pushed around.

SOCIAL – ignoring, hiding, stand-over tactics and leaving out.

EMOTIONAL – following, invading personal space, standing too close to someone, dirty looks, spreading rumours, hiding and/or damaging possessions or property, stealing, passing nasty notes.

CYBER-BULLYING – using the internet or mobile technologies such as email, chat rooms, instant messaging, webpages or SMS with the intention of harming another person.

WHAT STUDENTS CAN DO

If you are being bullied, you can stand up to the bully by trying some of the following:

- Don't let the bully know that they are upsetting you.
- Stay calm.
- Think clearly.
- Politely and firmly ask them to stop.
- Give them a warning eg "I don't like the way you"
- Stand tall, use eye contact, be polite but firm.
- Walk away.
- Don't react to the behaviour, report it.
- Share your feelings with others – talk about the situation with a teacher, School Counsellor, parents, friends or someone you think can help.

You may need to persist to help stop the bullying behaviour.

BYSTANDERS

If you see someone bullying or being bullied we expect you to try some of the following:

- Tell the person to stop bullying.
- Leave the area.
- Get help – report it to an adult.
- Be a friend to the person being bullied.

If you take no action you may be giving the message that the bullying is okay.

TEACHER RESPONSIBILITY

If someone reports bullying, staff will:

- Listen to their concern – not trivialize it.
- Record the incident – clarifying events.
- Speak with the victim and the perpetrator.
- Use the Restorative Justice Process:
 - ◊ What happened?
 - ◊ What were you thinking about?
 - ◊ What have you thought about since?
 - ◊ What do you think you need to do to repair and restore the relationship?

PROTECTIVE STRATEGIES

What do students need to protect themselves from unfriendly behaviour?

- Family support.
- School support.
- Resilience.
- Self-regulation.
- Social competence.
- Decision-making skills.
- Optimistic thinking.
- Positive self-esteem.
- Friendship.
- A positive sense of the future.

What Parents Can Do:

- Look for signs of distress in children eg unwillingness to come to school, a pattern of illness.
- Be pro-active and encourage your child to report the incident to their teacher or the School Counsellor.
- Build your child's confidence by recognizing and confirming their positive qualities.
- Discuss the problem with your child, modeling a calm, supportive behaviour.
- Report the issue to your child's teacher or the Counsellor as soon as possible.
- Deal directly with the school and not with the other student's parents.
- Discourage any planned retaliation, either physical or verbal, by discussing positive strategies your child can use.

Consequences of Bullying at Snowtown Primary School

If a student is bullying others, they can expect that:

- the incident will be investigated and recorded.
- parents/caregivers will be contacted.

Other consequences may be that they:

- have separate play times.
- have time out of the yard in the office.
- talk with a teacher.
- participate in a positive social skills programme.
- be involved in a meeting with the victim.

If a student continues to bully, they can expect the following to happen:

- parents/caregivers will be notified.
- they will be on restricted play.
- they will be internally suspended.

If the bullying continues, the student will:

- be suspended.
- be excluded.

While these are our steps, their implementation is at the discretion of the Principal.

For more information ...

Helpful Websites

SPS bully email: bullyingnoway@snowtownas.sa.edu.au

Kids Help Line www.kidshelpline.com.au

Bullying. No Way! www.bullyingnoway.com.au

Child and Youth Health www.cyh.com.au

NetAlert www.netalert.net.au

Cyber-bullying Stories www.cyberbullyingstories.org.au

DECD advice to parents and caregivers www.decs.sa.gov.au/speced2/pages/bullying

www.decs.sa.gov.au/speced2/pages/cybersafety

Australian Communications and Media Authority (ACMA) Cybersmart website ThinkUknow internet safety program www.thinkuknow.org.au

Helpful Phone Numbers

DECD Parent Help Line 1800 222 696

SA Youth Health Line 1300 131 719

Kids Help Line 1800 551 800

Families SA 1800 804 550

Net Alert 1800 880 176

Parent Help Line 1300 364 100

DECD Brochures

Bullying and Harassment at School: Advice for parents and caregivers.

RESOURCES

Buildings - Facilities - Grounds - Teaching Aids

BUILDINGS AND FACILITIES

The school buildings comprise

- main school building
- a solid construction Home Science/Art Centre

The main school building

- Teaching areas
- Resource Centre
- Activity Hall
- Boys and girls change rooms
- Administration centre and staff room
- Student sick room

Gardening area

- main instruction/store shed
- vegetable garden

Extensive grounds

- oval
- 3 tennis courts (2 synthetic grass)
- adventure playgrounds
- play area and sports shelter shed
- lawns
- swimming pool

The grounds are being developed by a very active sub-committee of the School Council and are characterised by trees, plantations of young native trees and shrubs and recently developed lawn areas.

TEACHING RESOURCES

The school is very well stocked with teaching resources and is able to cater very thoroughly for physical education, art, **science, technology studies**, mathematics and reading as well as for other facets of the curriculum. The Library has been generously supported over the years and can meet most of the needs of the students and the Community.

FINANCE, SCHOOL BODIES

Funding - Budgeting - Auditing - School Organisations

FUNDING

Snowtown is a locally managed school, which means we are self-managing in terms of our finances, staffing and curriculum support.

The school receives annual grants based on enrolments and other criteria.

BUDGETING

The School finances are planned by the Finance Advisory Committee and managed by the Principal and Bursar.

GOVERNING COUNCIL

The Governing Council, which is composed of parent, community and staff representation works with the Principal and leadership staff to guide the curriculum, finances and resourcing of the school.

SUB COMMITTEES

Parents are also involved in numerous sub - committees in the school i.e. Finance, Asset Management & Grounds, Buses.

If you would like to be involved in the school community, please contact the school for more information.



Medical information

for schools, preschools and childcare services



Government of South Australia
Department for Education and Child Development

CONFIDENTIAL

To be completed by the DOCTOR and the PARENT/GUARDIAN/ADULT STUDENT for a child/student who requires individual health and personal care support. Some condition-specific forms are also available.
This information is confidential and will be available only to supervising staff and emergency medical personnel.

Name of child/student.....Date of birth
Family name (please print) First name (please print)

Medic Alert number (if relevant).....Review date

Description of the condition

Observable signs and symptoms:

Frequency and severity:

Triggers (if applicable):

Possible impact on activities (eg physical activity, camps, excursions, kitchen, laboratory or workshop activities, interrupted attendance):
.....
.....

First aid

If a child/student becomes ill or is injured, education and childcare personnel will administer first aid and call an ambulance if necessary.

If you anticipate this child/student will require anything other than a standard first aid response, please provide detailed written recommendations so special arrangements can be negotiated.

Additional information attached to this care plan

- Medication plan (if supervision of medication is recommended at school/preschool/child care)
- Individual first aid plan (if different to standard first aid—see model over page)
- General information about this child's/student's condition
- Other (please specify)

AUTHORISATION AND RELEASE

Medical practitioner Professional role

Address

..... Telephone

Signature Date

*I have read, understood and agreed with this plan and any attachments indicated above.
I approve the release of this information to education/childcare staff and emergency medical personnel.*

Parent/guardian or adult student Signature Date
Family name (please print) First name (please print)