

Parent Information Booklet 2019



Lonsdale Heights School K-7

Welcome to Our School

Preschool – Year 7

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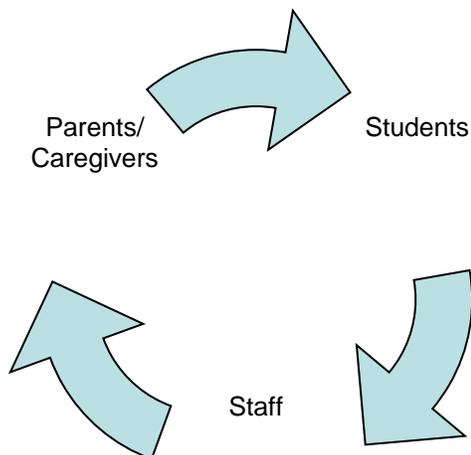
Parents'/ caregivers' Involvement:

- Governing Council
- Volunteers

Dear Parents, Caregivers and Friends,

Welcome to our school community!

We believe that a very important factor affecting your child’s development is the relationship between staff and parents/ caregivers, school and home. All levels at Lonsdale Heights work co-operatively in providing an educational programme that will assist each child as they strive to reach their learning potential.



Sharing information is essential.

We invite you to be our partners in meeting the needs of your children, helping them to acquire new skills for living within a happy, friendly, caring, school environment.

Our doors are always open to you.

We welcome your comments and participation in decision making within the school. We need and welcome your assistance in many areas depending on your interests.

In the following pages we outline services, facilities and information with which you may share. We look forward to seeing you and family members as often as possible.

If you have any areas of concern please contact either your child’s teacher or the principal. This is your school - we look forward to sharing with you the learning experiences of your child.

Yours sincerely,

Keith Beal
Principal

1. Introduction

Respect Responsibility Resilience Honesty Care

THINKING, LEARNING AND WORKING TOGETHER

These are the **shared values that underpin all that happens** at Lonsdale Heights School Preschool – 7

School Mission Statement

At Lonsdale Heights School Preschool – 7 we believe that education is a partnership between parents/caregivers, staff and students. In a changing society our overriding aim is to work collaboratively and cooperatively in developing independent/interdependent thinkers who will be able to confidently participate and contribute positively to a global community.



Contextual Influences

Lonsdale Heights School Preschool - 7 currently caters for over 110 children through Playgroup, the Preschool and Reception to Year 7. We serve an area of private, rental and housing trust properties in the suburb of Christie Downs in the Onkaparinga Council area. Our student population come from backgrounds which include social and financial disadvantage.

Core Business Statement

We aim to provide a high quality, relevant, inclusive, balanced curriculum that is accessible to all students from ages 0-13 via Playgroup, Preschool and R-7 programs, in a safe, supportive environment. We support all students to become increasingly responsible for their own behaviour and learning, encouraging them to achieve their personal best. We provide learning programs within the new South Australian Curriculum, Standards & Accountability Framework, Australian Curriculum, EARLY YEARS LEARNING FRAMEWORK 'Belonging, Being and Becoming' and School Tfel.

We create a supportive, challenging learning environment by:

- promoting an ethos of students, parents/caregivers and staff working together to improve learning outcomes for all children
- involving students in decision making & leadership through working collaboratively in our school/community, taking on various roles/responsibilities, negotiating learning goals, class meetings, SRC activities, and the house/team structure
- providing consistent behaviour development practices with a focus on student responsibility, fair justice and consequences
- implementing grievance procedures for management of student, staff and parents'/ caregivers' concerns
- responding to individual student needs through such processes as negotiated education and development plans and active involvement of support services for students with specific needs

- involving students in enrichment programs such as Music Program, excursions, performances, school assemblies, cross age tutoring, electives, rock musical, band, SAPSASA and after school sports and community activities.
- Transition program for children transitioning from preschool to Reception.

Student achievements in the learning programs are monitored and reported to parents/caregivers. All staff members are available throughout the year to discuss students' strengths and/or areas for further development. The quality of learning is supported through high quality staff and management structures. Staff work together through democratic, participatory decision making procedures. School management structures exist for administration, finance, facilities, resources, personnel and communication. There are staff performance and leadership group performance management programs. A Personnel Advisory Committee is managed in accordance with DECD policy.



Staff and students are supported through an active Governing Council, SRC and associated sub-committees. They coordinate and monitor strategic planning and curriculum issues, budget and fundraising, grounds and facilities development, canteen, dress code and school watch programs. There is a high level of parents'/caregivers' participation across many areas of our school community.

Preschool



This Preschool is situated in the centre of the school – the Preschool children are able to be part of the school, seeing teachers and staff passing through the Preschool. The centre offers sessional pre-schooling to children aged between 3 years old (Pre-entry), 4 to 6 years. The children take part in many of the activities that happen at the school such as cross age tutoring with some classes, where older students read stories to the younger children, participation in school assemblies, Book Fairs, Sports Days, Concerts and etc.

Session times are all day 8.50 – 3.15 Tuesdays 8.50 – 2.30 Wednesdays and 8:50 am to 12.00 a.m. Thursday. An information brochure is available on request.

A **Playgroup**, is open on Friday mornings between 9:00am and 11:00am.
Fees:



Full time Preschool (4 sessions per week) \$50.00 per term.

CODES OF PRACTICE

Governing Council Code of Practice

- A governing councillor acts honestly, in good faith and in the best interest of the school as a whole.
- A governing councillor uses due care and diligence in fulfilling the functions of office and exercising the powers attached to that office.
- A governing councillor recognises that the primary responsibility is to ensure that everyone is involved in the school environment – staff, parent/caregivers and students.
- A governing councillor respects the privacy and information received in their position of governing councillor.
- A governing councillor who has an invested interest in a procedure defers their voting privileges.
- A governing councillor is independent in judgement and actions and takes all reasonable steps to be satisfied about the soundness of all decisions taken by the governing council.
- Confidential information received by a Governing Councillor in the course of the exercise of Councillor duties remains the property of the person or group from which it was obtained.
- A governing councillor should keep the best interest of the school community at all times and complies with the spirit, as well as the letter, of the law and with the principles of this code.
- A governing councillor is committed to serve their voted term of office including the requirement by the School Constitution 10.1

Staff Code of Practice

Staff are bound by the act, rules, regulations and policies of the Department of Education, and Child Development.

- The learning needs of children are paramount
- All members of staff contribute to the implementation of the School's Learning Plan
- All school and departmental policies are enacted
- A positive contribution is made to developing and sustaining a productive teaching and learning development, and whole school activities
- Conduct and attire reflect appropriate professional standards
- All members of staff respond to the needs, rights and contributions of all learners and take into account their gender, abilities and geographical, cultural and socio-economic backgrounds in order to promote equality of educational opportunity.
- All staff develop and maintain positive working relationships which support a cooperative, collaborative and congenial learning and working climate and foster links with home and community.
- Teachers will provide a balanced and challenging program relevant to the needs of learners and consistent with the ideas and aims of public schooling in South Australia through the South Australian Curriculum Standards and Accountability Framework, Australian National Curriculum, EARLY YEARS LEARNING FRAMEWORK 'Belonging, Being and Becoming' and School Tfel.
- Skills & knowledge are continually expanded through self reflection, seeking constructive feedback & participating in training & development

Principal Code of Practice

The Principal is responsible for the leadership, management and development of the school and its programs. The principal operates within the relevant Act, regulations, departmental policies and the roles and responsibilities statement for principals.

In providing effective leadership, the principal will:

- Lead and manage the implementation of the Partnership Plan
- Provide leadership & accurate advice to the governing council and ensure that the policies and program developed in partnership with the community are implemented
- Assist all staff to adhere consistently to department and school policies
- Support the development and maintenance of a purposeful learning environment that recognises and rewards student achievement.

- Facilitate the use of quality learning and teaching strategies to maximise student learning outcomes.
- Ensure a safe, effective and harassment free environment for students and staff.
- Ensure principles of equity and merit are applied.
- Manage the development and operation of the site's financial and administrative systems
- Promote the school and further enhance links with all sectors of the educational community.



Student Code of Practice

Students are bound by the act, rules, regulations and policies of the Department of Education, and Children's Services.

To achieve maximum learning students will:

- Participate actively in the life of the school in a way that supports their own and others teaching and learning by:
 - respecting the rights of people to learn and to teach
 - coming to school prepared for the learning activities
 - play and learn in a way that maintains their physical, emotional and social well being
- endeavour to attend daily, punctually and actively participate in the school program
- show consideration and concern for other people's well being
- show tolerance and respect of each person's differences
- interact in a positive way with all members of the school community and visitors
- be aware that our school is an harassment free environment where students communicate positively & take responsibility for their actions & how they impact on others
- use grievance procedures to sort out problems and resolve conflicts
- share the responsibility for ensuring there is effective communication between home and school.
- Care for and protect our environment by keeping the environment clean and free from litter
- Care for the school and use equipment safely and responsibly and help keep our environment free from graffiti, vandalism and theft
- Move in a safe way in classrooms, corridors and around the building and stay within the school boundaries
- Wear the appropriate clothing and wear a sun safe hat during terms 1 and 4.



SCHOOL PRIORITIES

STRATEGIC PRIORITY

1. Developing a culture of well being for students, staff, parents / caregivers and the wider community

- Raise the profile of our school and Increase involvement of parents/caregivers in school decision-making processes.
- Develop collaborative learning teams amongst staff.
- Staff and Children demonstrating school values.
- Increased involvement of students in leadership roles through SRC and Student Forum.
- Improve Special Education and early Intervention programs for identified students at risk.
- Increase gender awareness.
- Building student community & wellbeing.

2. Improve learning outcomes for all students

- Improve literacy outcomes for all students.
- Improve numeracy outcomes for all students.
- Engage in National Science & Maths curriculum.
- Preschool to engage with new Early Childhood curriculum.
- Provide Universal Access for all Preschool students

3. Ensure that resources well managed and reflect programs being delivered.

- Evaluate current resources in line with literacy, numeracy, science, PE and Preschool.
- Increase Laptop resources over the next 3 years so that all staff has school and home access.

SCHOOL TIMES

8:35 a.m.	Supervision begins in school yard.
8:50 a.m.	School begins. Please help your child to be punctual.
10:20 – 10:30	Healthy Snack Time
11:00 – 11:05	Eat Recess in Class Room
11:05 a.m. to 11:25 a.m.	Recess time
1:00 p.m. to 1:10 p.m.	Children eat their lunch - usually in their unit with the teacher.
1:10 p.m. to 1:40 p.m.	Lunch break
3:15 p.m.	School dismissal
3: 30 p.m.	Yard Supervision Ends

School dismisses at 2:30 every Wednesday

- **Preschool children need to be accompanied into the centre and picked up by the nominated adult at the end of the child's preschool session.**

Breakfast Club

Breakfast Club runs 5 mornings a week from 8:00 a.m. to 8:30 a.m. Cereal, Toast and Juice are offered and occasionally eggs. All children are welcome to come along who are enrolled at the school. Preschool children must be supervised by an adult. Students will be able to go into the school yard at 8:35 a.m. once it is supervised by a teacher.

CURRICULUM AREAS

Curriculum Scope

The South Australian Curriculum, Standards and Accountability Framework, Australian Curriculum, EARLY YEARS LEARNING FRAMEWORK 'Belonging, Being and Becoming' and School Tfel provides a Curriculum Scope that spans the knowledge, skills and dispositions associated with learning from Birth to Year 12. It is organised into a number of Learning Areas. Through the Learning Areas, learners are introduced to bodies of knowledge established by communities of scholars. In this way they develop the inquiring habits of mind and actions, skills and values which are so fundamental to living in a post-modern world and to being lifelong learners.

Through the SACSA Framework the Learning Areas are the interweave the Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education. The process of interweaving is deliberate and sustained, and evident in all aspects of the Framework. It models the expectation that all educators will engage with each of these dimensions of learning through a similar process of interweaving as they construct learning experiences for their particular learners.

Learning Areas for students from Reception – Year 12 are:

- Arts
- Design and technology
- English
- Health and physical education
- Languages
- Mathematics
- Science
- Society and environment
- History

R-12 Learning Areas are structured and organised through strands.

Key Ideas

Key Ideas comprise the fundamental concepts of a Learning Area (Early Years Band; Birth – Age 3; Age 3 – Age 5) or strand of a Learning Area (Reception – Year 2 of the Early Years Band; Primary, Middle and Senior Years Bands), and are developed in complexity across the Bands.

The Key Ideas are followed by examples of important aspects of the Key Idea. Educators will include other aspects which are pertinent to an exploration of the Key Idea. Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are interwoven and developed progressively throughout all Key Ideas and their examples.

Music

- Student 3-7 have the opportunity to play drums, keyboard, glockenspiel, guitar and sing. These students comprise the 'Kings and Queens of Lonsdale School Band'
- Students 3-7 have the opportunity to sing, dance and act in a rock musical each year which is performed at the Hopgood Theatre.

ASSESSMENT AND REPORTING

In accordance with DECD policy, planned reporting by teachers to student and their families must occur in all public schools at least 3 times per year. One of these reports will be written. For years Reception through to Ten, these reports will provide information about the curriculum profiles. Parents/ caregivers and students in years 3, 5 and 7 will receive an additional report on aspects of literacy & numeracy demonstrated in the State Literacy & Numeracy Tests (LaN) which occurs annually.

At Lonsdale Heights, we operate on the principle that the best learning happens when staff, students and parents/ caregivers work together and communication between all groups is **open, often and 2 way**. Reporting about student learning will occur both informally and formally. Therefore, we do encourage parents/ caregivers to discuss learning issues with class teachers.

The formal aspect of our reporting schedule will be as follows:

Term 1

Week 4 parents/ caregivers and teacher interviews or acquaintance evening
Week 10 Term overviews in all areas of study

Term 2

Week 9 Parents/ caregivers and teacher interviews
Mid Year Written Reports in all areas of study.

Term 3

Week 10 Term overviews in all areas of study

Term 4

Week 10 Written report in all areas of study, interviews can be sought.

ADMISSION PROCEDURES

INITIAL INTERVIEW WHEN ENROLLING:

This is an opportunity for parents/ caregivers to find out about the organisation of the school and share information about your child with us.

Enrolment forms need to be filled out at this time, or before they start school.

A form to apply for Government Assistance is also available.

You are welcome to come along and visit the class with your child during the time before they start.

TRANSITIONING FROM PRESCHOOL TO RECEPTION:

Parents of children transitioning from Preschool to Reception will have a meeting with the Reception teacher before commencement of their school term. If you are

transferring from another Preschool you can organise an interview with the Principal of the school.

TRANSFERRING FROM ANOTHER SCHOOL:

The principal will contact the previous school to talk about new enrolments. This helps with the students' transition programme into their new school.

Parents/ caregivers need to complete the necessary enrolment forms prior to your child attending our school. This enables us to place students in the most appropriate class and for the teacher to plan for your child/ren's first day at our school. The actual first day of attendance for your child/ren will be negotiated at this initial meeting.

After meeting the Principal/Deputy Principal, you and your child will be taken on a tour of our school facilities in order to find out a little about our general school operations.

ADMISSION TO SCHOOL:

Department of Education and Child Development currently

The criteria for the decision will be:

- child's social development
- maturity and confidence
- skills in numeracy, literacy, problem solving and communication.

Progress will be assessed through:

- observation
- recording
- assessment
- monitoring and reporting.

Behaviour Code

Respect Responsibility Resilience

The Lonsdale heights School behaviour code seeks to outline for all school community members the intentions, expectations and consequences for behaviour within our school. The code reflects the values of our school community and its governing body (Governing Council). It acknowledges that behaviour is the consequence of choice and that one of the schools responsibilities is to provide support for students in the development acceptable behaviour that mirrors expectations in the wider community. As such the school does not and will not seek to punish students for their behaviour. However, as outlined in the code it will seek to enact consequences that ensure the right of school community members to a safe learning environment. Students are given the opportunity to celebrate behaviour that reflects our school values by participating in the awarding of 'behaviour achievements' at fortnightly assemblies. This code has been developed with consideration of the *DECD School discipline policy* and in consultation with the schools *Governing Council*.

All school community member's have-

- **A right to be safe**
- **A responsibility to behave safely**

This includes a right to a learning environment free from-

- **Verbal harassment**
- **Physical harassment**
- **Distracting behaviour**

Any students who behave in such a way so as to impact on the rights of others will be provided with ongoing support to reflect on and consider their behaviour. This may include opportunities to reflect on behaviour in an out of class setting, out of yard setting. This may also include-

- Time out – Office X 2 lessons
- Time out – Yard X20 Mins
- Time out buddy class – 1 lesson

If after such opportunities school staff still consider that the rights of others are at risk or students consistently repeat unsafe or disrespectful behaviours, the school may request or seek the following consequences-

- That the student is removed from the school for the remainder of the school day
Or
- That the student have restricted access to yard and class participation
Or
- That the student be suspended from the attending school for a given period
Or
- That the student be excluded from attending Lonsdale Heights Primary School

Regardless of any type of behaviour and consequence, all students are expected to take responsibility for their actions and take part in a conversation to reconcile their behaviours and their impact on others rights.

HARASSMENT POLICY AND GRIEVANCE PROCEDURES

Harassment

Harassment in any setting is unacceptable. It is also unlawful. The term harassment is used to describe all behaviour that has its roots in maintaining the power relationship of one person over another person. Harassment is a serious issue which in an educational setting affects the learning environment and threatens the self esteem, social development and career prospects of our students.

Types of Harassment

Different forms of harassment include sexual harassment, racial harassment and bullying.

Resolving Grievances

The process for dealing with harassment will be restorative and educative; not punitive.

The teachers and senior staff will address with students the issues of harassment through approaches such as social learning and conflict resolution strategies. These include:

- Restorative Solutions:
 - Victim / offender conferencing
 - Restorative mediation
 - Whole class circles or conferencing (if issue affects the class)
- Social Skills programs
- Protective Behaviours program

Incidents of student-to-student harassment will be resolved by using the school's Behaviour Management processes. Again, educative and restorative solutions will be sought initially in all circumstances.

Parent guide to raising a concern or complaint

We all expect quality and expert care and teaching for your child in order that they achieve their potential. Working together will give us the best chance of solving a problem that may arise during your child's years in preschool and school.

We also recognise that at times things may go wrong. If you have a concern or a complaint, we want you to let us know. It's important to learn from mistakes or misunderstandings so that we can improve your child's experience and learning, and also improve processes where possible.

The first step in working through a complaint is to talk to your child's teacher, and then the director or principal if you still are not happy.

Ask at the front office for a copy of the school/preschool's *Parent Guide to Raising a Concern or Complaint* brochure. Steps guiding how complaints should be made are explained in the brochure.

Use this guide to help you think through what you are concerned about and how to resolve the matter respectfully and effectively.

About complaints or concerns

This information may be helpful in explaining what a complaint is:

A complaint may be made by a parent if they think that the school has, for example:

- done something wrong
- failed to do something it should have done
- acted unfairly or impolitely.

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Sometimes a complaint is about something we have to do because of State or federal law. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

If you'd like more information give the Principal a call on 8382 8206 or visit the department's website at www.decd.sa.gov.au/parentcomplaint or email DECD.parentcomplaint@sa.gov.au. There is also a free call number 1800 677 435.

Bullying and Harassment

“All school community members have a right to participate in school life in a safe environment free from bullying and harassment.”

What is bullying?

- Bullying is repeated verbal, physical or social 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 information and communication technologies.
- Conflict or fights between equals and single incidents are not regarded as bullying

What is harassment?

- 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.

What is violence?

- Violence is the intentional use of physical force or power, threatened or actual, against another person (s) that results in psychological harm or injury. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Cyber Bullying

- Cyber bullying uses e-technology as a means of victimising others. It is the use of an internet service or mobile technologies such as email, chat rooms, discussion groups, instant messaging, web pages or SMS - with the intent of harming another person.

- Activities can include repeated negative messages, sexual and racist harassment, denigration, impersonation, trickery, exclusion and cyber stalking. Cyber bullying may involve varying levels of severity, ranging from occasional messages to frequently repeated and highly disturbing threats to a person's life.

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

At Lonsdale Heights all students are supported to develop an understanding that it is their responsibility to participate in school life in a respectful way which acknowledges peoples rights. This is achieved through students attending explicit lessons on bullying and harassment and cyber safety. Students involved in bullying behaviour either as bystanders, victims or perpetrators will be further supported to engage in processes which provide opportunities to repair harm and or encourage changes in behaviour.

SCHOOL DRESS CODE POLICY

Lonsdale Heights School Preschool – 7 Dress Code Policy is based on the school colours (**navy blue/white**), both at school and when representing the school.

Hats are required to be in your child's tray all year round as we are a sunsmart school and hats are to be worn when the UV rating is greater than 3.

DRESS CODE:

The wearing of school colours provides a number of benefits:

- Helps keep our students safe
- Eliminates peer pressure
- Promotes community awareness of our school
- Encourages a positive school image
- Displays pride in our school
- Ensures easy recognition and therefore safety for school excursion groups, school yard play and sporting groups
- Inexpensive for families

EXAMPLES OF APPROPRIATE DRESS CODE:

Girls: (navy blue)

Plain/check dress, skirt, pinafore

Plain skivvy, blouse, T-shirt, polo shirt

Plain tracksuit pants, shorts, jeans

Plain rugby top, windcheater, zip jacket

Bucket hat / legionnaire hat

Boys: (navy blue)

Plain shorts, jeans, tracksuits and pants

Plain T-shirt, polo shirt, school shirt,

Plain windcheater, rugby top, zip jacket

Bucket Hat / legionnaire hat

Small piping stripes on clothing and stripes in school colours are acceptable

The following clothes are not acceptable:

Midriff tops, tank tops with gaping armholes

Clothing with slogans or motifs.

Mini skirts and brief shorts – shorts to be closer to the knee than the top of the leg.

Thongs, slippers and party shoes

Make-up, nail polish and dangling earrings, any jewellery including face/body piercings(except a watch or sleeper earrings).

If parents wish their child to wear a piece of jewellery for religious reasons they need to seek permission in writing from the Principal. Medical jewellery is acceptable.

PUBLICITY:

- Through the newsletter, the school will advertise for recyclable school clothing.
- Second-hand clothing is available for very reasonable prices.
- Clothing in the appropriate colours can also be obtained from other sources.

NON-COMPLIANCE WITH THE SCHOOL DRESS CODE:

- Staff will ask students to wear appropriate clothing, pointing out the benefits
- Students who are not following our School Dress Code will be given a note for parents and be asked to sit in the Nowra Area/Library, where they are visible to all staff on duty.
- Class teachers/ Principal will advise parents/ caregivers if children continue to wear inappropriate clothing
- Parents/ caregivers objecting to their children being required to wear school colours will inform the Principal in writing, with reasons for their objections
- Parents/ caregivers who indicate that they are unable to afford to dress their children in school colours will be advised that second-hand clothing is available at reasonable prices.

PARENTS'/CAREGIVERS' OBLIGATIONS

ABSENCE FROM SCHOOL:

Ideally, our students will spend very few days away from school during the year. However, if your child is absent from school or preschool through sickness or for any other reason, please notify the school and send a note of explanation to the classroom teacher. If you wish your child to leave the school grounds at all, a written note must be sent to the teacher. If students need to leave early, please notify the school and they can be picked up from the Front Office. If your child needs to be absent for an extended time (2 weeks/ more) you need to fill in a DECD Exemption Form.

PUNCTUALITY:

Please ensure that your child is consistently on time for school and preschool.

CONTACT FORMS:

It is important that these be kept up to date in regards to:

- changes of address
- telephone numbers
- child allergies
- place of employment
- custody
- bereavement
- marriage

It is very distressing both to staff and the child if we are unable to contact anyone in the event of an emergency. All information is kept confidential.

HEALTHY SNACK:

To encourage healthy eating habits for our students we break for 10 minutes during the morning. Please ensure that students have a healthy snack – fresh fruit, vegetables in a non processed state to eat during our Healthy Snack time

SCHOOL FEES:

School Fees are \$241.00 for 2019 and Preschool fees are \$50.00 full time preschool. Parents/caregivers are able make arrangements with the School Finance Officer to pay by instalments. If you are entitled to apply for School Card forms will be sent home at the start of the year.

MONEY:

Please send money to school in a sealed envelope with the child's name and class number written on it

PERSONAL ITEMS:

If children bring along any toys, watches or other costly items to school, they are the sole responsibility of the child. The school will not accept responsibility for breakages or loss of any items. It is better to leave such items at home.

NEWSLETTERS:

The school newsletter is sent home on a fortnightly basis, informing you of school activities or local matters of interest. It is sent or emailed home every second Wednesday of odd weeks with the oldest child in the family.

SCHOOL SAFETY:

Please observe the school speed limits.

The Staff Car Park is not to be used to deliver or pick up your child from the school. It is only to be used if picking up a sick child, or helping at school.

North of the staff car park is a parent parking area. There are many other parking areas around the perimeter of the school – read signs carefully.

SCHOOL RECORDS:

Students and parents/ caregivers have the right to information, privacy and access to their personal records. For this reason, addresses and phone numbers cannot be given out to people. Also, any information or records about specific children passed on to other Education Department officers will be sighted and signed by parents/ caregivers.

HEALTH:

If your child is unwell, please keep them home from school until they are better.

At sometime throughout your child's schooling, they will contract one of the common childhood diseases. Please observe the following exclusion periods. If you are unsure if your child can attend school please speak to a staff member or consult your doctor first.

Chicken Pox: 5 days from appearance of rash & all blisters have crusted over

Rubella

(German Measles): 5 days from appearance of rash

Measles: 7 days from appearance of rash

Mumps: 10 days from onset of symptoms

Infective Hepatitis: Until a medical certificate is produced

Impetigo

(School Sores): Until sores have healed or are properly covered with a dressing.

Ringworm: When child returns to school, sores must be covered.

Head Lice: Head lice must be treated with a lotion that kills the lice and eggs before children return to school. Parents will be contacted to collect the student if Head Lice are detected on the child's head.

Scabies: Until effective treatment is received from doctor.

USE OF MOBILE PHONES

The following policy applies to all school personnel, visitors, volunteers and contractors and students and is based on a set of values shared by teaching staff and the Governing Council.

Lonsdale Heights CPC-7 School understands that the use of telecommunications technology has now become the norm rather than the exception for many of our families and that mobile telephones offer a service to some families. Safety and communication concerns demand that some students have a mobile telephone with them for after school communications. There are, however, issues associated with mobile telephones. Issues include security, interruptions to school operations and student perceptions of equity and harassment. Our core business of teaching and learning needs to be conducted in an environment free from unnecessary distraction or disruption. Therefore the school discourages the bringing of Mobile Telephones to school by students but we accept there are times when it might be deemed important.

Expectations

Students

- ❖ Mobile telephones are brought to school entirely at the owner's risk. The school will not be involved in disputes and/or investigations over damage, loss or theft.
- ❖ Students are not to have mobile phones in their possession during school hours. The phone needs to be kept in their school bag and switched off.
- ❖ Parents are not to contact students by mobile phone. If parents need to urgently contact a student they should follow normal procedure and contact the school who will then contact and support the student as necessary.
- ❖ If a student needs to contact a parent they need to ask permission through their class teacher.

If these procedures have not been followed, the phone will be confiscated from the student and the parent will be asked to collect it from the school office.

Staff

- ❖ Personal mobile telephones are brought to school at the owner's risk. Neither the school nor DECD can accept responsibility for any loss or damage or for investigating such.
- ❖ Teaching and support staff have access to school mobile phones when required for excursions and camps.

Parents, Volunteers, Visitors and contractors

All users are to switch their phones to mute or discrete when in public areas, including meetings, interviews and classrooms.

All parents and visitors are to take and make mobile calls outside teaching and learning areas.

Exemptions from the expectations of this policy can only be approved by the Principal and then only in exceptional circumstances.

Use of Electronic Mail

The "Acceptable Use" agreement form controls emailing by or to students. Students are only able to send personal emails with teacher approval.

Other electronic devices eg Game Boys, Walkmans, CD players etc should not be brought to school.

SCHOOL SERVICES

CANTEEN:

The Canteen operates Thursdays and Fridays. Children order their lunches on the appropriate bags. Bags may be obtained from the canteen at no cost. Orders need to be brought up to the Front Office first thing in the morning. Spending money needs to be exchanged for tokens first thing in the morning.

Recess can be ordered at the canteen - please mark the bag "recess" and the child can collect it from the canteen at recess time. Children sometimes confuse their recess and lunch. Please keep them separate and named. Special lunches are sometimes run by the Canteen. Notices are sent home with your child.

The canteen is run on a voluntary basis. The canteen is coordinated by the school.

The canteen always welcomes anyone who may like to offer their time to help. Price lists are updated each term and sent home with your child.

BOOK CLUB:

Forms are sent home with your child - books are reasonably priced.

If ordering books, fill in form and send money to school as soon as possible.

INFORMATION & COMMUNICATION TECHNOLOGIES:

The school has a Computer Room with 15 computers and each classroom has at least one computer curriculum networked for staff and student access.

We encourage students to use the Internet in a responsible manner to enhance their learning. Parents/caregivers and students are asked to sign a Permission Form and User Agreement to ensure that this resource is used in a safe and appropriate way.

Programs and disks not bought by the school **must not** be used or loaded onto the computer.

LIBRARY/RESOURCE CENTRE:

Children are able to borrow books in the morning or after lunch in addition to normal library lessons. Books may be borrowed for two weeks.

Preschool children may borrow 1 book at a time.

Reception-Year 2: children may borrow 2 books at a time

Years 3 - 7: children may borrow 3 - 5 books at a time.

Children are advised to have a named library bag.

Please encourage your child to be responsible for the care and return of his/her book. It may be a good idea to have a special place at home to keep the book.

If books are irreparably damaged, you will be required to pay for them.

Sharing books with your child is one way of encouraging a love of reading.

Lost Books incur a \$10.00 charge.

SCHOOL DENTAL SERVICE:

Our school members use the Dental Clinic at
SA Dental Service Noarlunga
2 Alexander Kelly Drive
Noarlunga Centre SA 5168
Ph: 8384 9244
Please phone the clinic to enrol your child.

SCHOOL CARD SCHEME:

Families can apply for Government Assistance to help with paying School Fees by applying to Social Security on appropriate forms. Please ask for help in doing this at our Front Office.

SCHOOL PHOTOS:

Class photos are taken each year. Parents/ caregivers will be informed when they are scheduled.

Individual and/or a group photo of your children can also be taken if requested.

Parents/ caregivers are under no obligation to buy the photos.

SUPPORT PERSONNEL:

Special education teacher: - Teacher is available for children who have been identified as requiring special needs.

Guidance officer, Speech pathologist, Behaviour Management and Hearing personnel - available if requested.

School Counsellor: - Phone or call in to make an appointment.

Pastoral Care Worker (PCW): A Pastoral Care Worker is a Christian, with special skills for working with young people and their families in the school community.

Parents/ caregivers or volunteers from the community, come to the school and work with a particular student who has been identified as needing support, with teacher guidance. Students participate with a variety of experiences depending upon individual needs. Mentors visit the school to work with identified students.

SCHOOL ACTIVITIES

ASSEMBLIES:

School assemblies are programmed for weeks 2,4,6,8,10 each term on Wednesdays at 2.00 pm. Parents/caregivers are welcome to attend.

EXCURSIONS:

Excursions enable children to have new learning experiences.

Forms are sent home to be signed by parents/ caregivers giving your child permission to attend any excursions.

SPORTS:

Specialist Sports Clinics and SAPSASA are organised for students to participate in during the school year.

Sporting Schools Program offers sports skills programs during the term.

LOST PROPERTY:

Lost property is kept in the Front Office.

At the end of each term unclaimed property is displayed for parents/ caregivers to check and claim any lost articles.

Having all items labelled saves a lot of time and money.

COMMUNITY PARTICIPATION/INVOLVEMENT

There are many areas within the school where community involvement is vital for the well being of your child and other children within the school.

The school values you as a parent/ caregiver, and invites you to be involved in the school's committees/ groups.

GOVERNING COUNCIL:

Members representing various groups within the school community are elected or appointed annually for terms of one or two years. The Annual General Meeting of Governing Council is held in February each year.

The Council meets 2 times a term, on Tuesday at 7.30 p.m during school terms.

New members are always welcome. If you are interested in joining the council please speak with the Principal.

VOLUNTEERS:

Volunteer workers can make a significant contribution to the school community by giving their time and sharing their skills and expertise with others.

All Volunteers must have a DCSI Police Clearance and done the volunteers Reporting of Abuse and Neglect training before commencing any support at the School.

If you are interested in volunteering your time please seek information from the Front Office Staff or the Principal.