

**Welcome
to**



We hope that your child's enrolment will be the beginning of a positive and rewarding association between your family and the school.

We believe that a child's overall development is best achieved when parents, children and teachers work together in harmony and close cooperation.

Our school values as determined by the school community are EFFORT, RESPECT, HONESTY and COOPERATION.

We also work on the ideals of Program Achieve and promote with students the keys of Organisation, Getting Along, Persistence, Confidence and emotional Resilience.

At Kapunda Primary we encourage parents to contribute and to share in their child's education. You will be most welcome to assist in the school in any way you are able and we hope you will make time to participate in school activities. We rely on your support and in developing with your child a positive attitude to our school.

We will do all we can to ensure that your child develops intellectually, socially, physically and emotionally in a warm and caring environment.

We hope this booklet will be of interest as well as helping you and your child to feel 'at home' at Kapunda Primary School.

Yours faithfully

**Di Jamieson
Principal**

**Nick Wuttke
Deputy Principal**

Our Purpose

School Values:

**Effort
Honesty**

**Respect
Cooperation**

"To provide a safe and diverse learning environment in which to educate and empower children to be successful in the community and in the future."

About Kapunda Primary School



Kapunda Public School, later called The Kapunda Model School opened its doors in 1878 consolidating an education service that was described as an “array of converted lounge rooms, abandoned hotels, church halls, and other structures”
(*Rob Charlton, Centenary Magazine 1978*)

A newspaper column of 11-1-1878 read

Kapunda Public School
The **TEACHERS** will be in
ATTENDANCE at the **SCHOOL**
on **FRIDAY** the 18th just for
the purpose of **ENROLLING** intending **PUPILS**.
Each child should be furnished
with a slip of paper with his
or her name and age
(years and months) written on it.

It is believed there were approximately 450 children of school going age in Kapunda at the time and one can assume that most or all of these attended in the first years of the school. Records available show that ten years later in 1878 the enrolment had reached 550.

The one common element between 1878 and today is the heritage listed stone building on our site that currently houses our library resource centre, computer suite, activities room and Out of School Hours Care facilities.

We still have a number of parents who, when enrolling their child at school for the first time, reminisce about their classroom “in the old building”.

Today Kapunda Primary School enrolment sits between 270 and 300 annually, after having reached a recent times peak of 400 in 1997.

Address/ Schools times and Dates

Principal: **Di Jamieson**
Address: **Mildred Street, Kapunda SA 5373**
Phone: **8566 2008**
Fax: **8566 2760**
Email: Di.Jamieson379@schools.sa.edu.au
School email dl.0200_info@schools.sa.edu.au

School Dates 2013

Term 1	29th January - 12th April
Term 2	29th April - 5th July
Term 3	22nd July - 27 th September
Term 4	14th October - 13th December

School Times

8.30am	Teacher on duty, children on grounds
8.50am	Lessons
10.40am	Recess
11.00am	Lessons
12.40pm	Eating Time
12.50pm	Lunch Play
1.30pm	Lessons

3.10pm

Dismissal

Absences

Parents are requested to notify the school by a written note or direct contact or a phone call on 8566 2008 by 9a.m. if their child is absent from school. For safety reasons school staff begin phoning parents for unexplained absences after 9:15a.m. By law unsatisfactory patterns of attendance need to be followed up by school staff.

Lateness

School commences at 8:50a.m. Any child who arrives after this time is recorded as late. All children arriving late to school must report to the front office.

Signing Out

For the safety of students, parents/caregivers are requested to sign out students who leave school early. If parents/caregivers require somebody other than themselves to pick up their child, they are requested to notify the front office.

Yard Supervision

Please note that the yard is supervised by staff between 8:30a.m. and 3:35p.m. Children should not be present outside these hours.

Changing Family Patterns

Please inform the school promptly about any change to family circumstances so that our records can be changed. This includes address, phone number, adults in the home and arrangements to pick up children from school.

ADMISSION TO SCHOOL

Students will be admitted on the first day of the term if their birthday falls on or before that date.

Students will be admitted on their 5th birthday if it falls between day 2 and day 6 of the term (day 6 being the 6th school day)

Students whose 5th birthday falls on day 7 or later will be admitted at the beginning of the following term.

A change in admissions to school will start in 2014.

Assessment and Reporting to Parents

Reporting Timeline

Success folder = record of work / samples of work completed throughout the term, samples of assessed work, self assessments, photos, certificates, awards, class newsletters

Reporting Timeline

Term	Reporting Format
1	Acquaintance Night Social / Behaviour Report Success Folder
2	Interviews Mid Year Report Success Folder
3	Social / Behaviour Report Interview (optional) Success Folder
4	End of Year Report Success folder collated and taken home

Success Folder = record of work / samples of work completed throughout the term, samples of assessed work, self assessments, photos, certificates, awards, class newsletters, valued art work, PE evaluations, Japanese work.

Banking and Money Collection

School Banking

Students wishing to bank with Bank SA may do so each Tuesday. Application forms for new accounts are available from the front office. Bank books and money are forwarded to the front office in class collection boxes. Bank books will be returned the same day.

Money Collection

Money is received each morning. It should be handed to the class teacher by 8:50am in a sealed envelope with the appropriate form. Details should include child's name, class teacher and what the money is for. Class monitors then deliver the money boxes to the front office.

Behaviour Code

Our purpose is to provide a safe, diverse learning environment to educate and empower children to be successful in the community and in the future. To support this we regard Kapunda Primary as a Good Practice School in relation to Positive Behaviour Development.

As a Good Practice School in Positive Behaviour Development we:

1. Implement educative programs that develop appropriate behaviour and social skills.
2. Create a supportive and harmonious environment that focuses on developing and maintaining positive relationships.
3. Reinforce our school values of respect, honesty, cooperation and effort.
4. Consistently use clear processes for managing inappropriate behaviours.
5. Effectively implement Restorative Practices.

1. Implement educative programs that develop appropriate behaviour and social skills.

Kapunda Primary School Social Skills Overview

Our School Values

Respect Honesty Cooperation Effort

Program Achieve

Respect Getting Along Organisation
Emotional Resilience Persistence

Whole School Programs

Intensive Social Skills Program at the beginning
of each school year Circle Time
Friendly Schools and Families~Anti-Bullying
Program The Virtues Project

Support Programs

School Counsellor Christian Pastoral
Support Worker Anger Management~"Cool Kids"
Program
Self Esteem/Self Confidence Enhancement Program
Learning Assistance Program Buddy Class
Activities
School Support Officers~Specific Social Skill
Development Programs Restorative Practice
Counselling Model
Seasons for Growth Program

2. Create a supportive and harmonious environment that focuses on developing and maintaining positive relationships.

- Staff developing a knowledge of children's interests so that meaningful conversations can be conducted.
- Positive interaction between staff, students, parents and community members.
Eg Daily greetings. speaking in a respectful tone, general interest discussions
- Non-threatening class social environments that nurture the development of self esteem and self confidence.
- Recognition of positive behaviours: Assembly Awards, Rotary Achiever Award, Class Incentive Programs , Yard Incentive Scheme~Raffle tickets to children that display positive social skills/Weekly prize draws at Monday's assembly.
- Whole school and class events: sports days, performances, fund raising events, Student Representative Council, camps, excursions, class celebrations, class meetings, Circle Time, Buddy Class activities

3. Reinforce our school values of respect, honesty, cooperation and effort.

Students that display these values will:

Effort

Participate positively in their learning program.
Be organised and complete tasks within an allocated time.
Be punctual and attend school on a regular basis.
Display a preparedness to assist the school community in special projects or events.
Display the personal attributes of persistence and emotional resilience.

Respect

Respect the personal safety and well-being of others, treat others with respect
Assist us to keep our school free from aggression, violence and all forms of harassment.
Respect school and other people's property.
Use equipment safely and appropriately.
Keep the school environment clean and tidy. Implement positive environmental strategies, such as recycling, electricity conservation
Respect the right of other children to learn and for teachers to teach effectively with minimal disruption.
Be neatly dressed in school dress code.
Moving in a safe and appropriate manner around the school.

Cooperation

Help others, following school and class behavioural expectations, thus ensuring the safety of others.
Work cooperatively on group projects and assist with class responsibilities eg Tidying up, returning equipment.
Engages in his/ her learning and assists to create a positive learning environment.
Relates to others in a positive manner; using manners, listening to others, one person speaking at a time, using appropriate language.
Shares resources and play facilities with other children.
This includes playing in a safe manner.

Honesty

Open, trustworthy and truthful.
Take responsibility for one's actions and endeavour to learn from mistakes.
Reflect on the relationship damage you may have caused and look for strategies to repair the damage.
Implement these strategies and work honestly to make things better.
Reflect on your personal performance, celebrate your success and set personal goals if the situation requires.

4. Consistently use clear processes for managing inappropriate behaviour.

Refer to Class and Yard Flow Diagrams

Roles and Responsibilities

Administration

- Model positive behaviour and optimism.
- Being consistent and fair.
- Respect the code of conduct responsibilities.
- Setting future directions and strategies for the school.
- Provide a detailed induction process relating to our school's Behaviour Policy for new staff.

Administration contd.

- Provide support for classroom teachers in relation to disruptive and non-compliant students.
- Facilitate the return to class process for the above mentioned students.
- Monitor their progress upon return to class, further support as required.
- Follow-up discussion with class teachers with regard to “at risk” students, behavioural strategies put in place.
- Providing release time for staff to follow-up on behaviour issues
- Access support from outside agencies as required.
- Arranging release time for staff for meetings relating to individual students.
- Convening meetings that will review the progress of individual students.
- Collate and analyse behavioural data, making this available for staff to review.
- Facilitate meetings between individuals or small groups to establish written Restorative Agreements.
- Publicise these agreements to staff and parents and in turn monitor the agreement.
- Copies of agreements to be kept in the school counsellor’s office.

Teachers

- Respect the DECS Code of Conduct and implement the roles as outlined in the duty of care role statement.
- Undertake professional development activities.
- Provide a positive role model in your relationship building and interaction with other people.
Calm voice, being approachable, smiling, eye contact, displaying resilience and a degree of calmness when dealing with issues.
Spend time with students, establish positive relationships with students, have informal chats with children.
- Use Restorative language, this will include the use of affirmative and affective statements.
- Bring students together, listen to students and assist them to come to an amicable resolution.
- Be consistent and fair with students, giving them equitable opportunity to express their thoughts and emotions.
- Establishing and monitoring school and class incentive programs.
- Spend time with students, establish positive relationships with children. Have informal chats with children.
- Work with students to establish class expectations and an effective behaviour management program.
Your behaviour management should incorporate the principles of Restorative Practice.
- Assist in the monitoring of Restorative Agreements.

Publicising agreements that you have negotiated with children to other staff.

- Establishing effective communication channels with parents.
Eg. Behaviour monitoring diary, regular phone conversations to share information, after school informal chats
- Provide written reports with relation to children's behaviour, these will be supported by parent/teacher interviews.

Students

- Follow the behaviour code by acting in a safe and respectful manner.
- Working to the best of their ability.
- To follow the school's values.
- To interact in a positive manner with members of our school community.
Using manners, responding respectfully, using eye contact, complimenting people, encouraging people
- To assist with tasks around the school and within their classroom eg Tidying up after activities

Parents

- To support the school's behaviour code and the school's role in administering it.
- Develop a positive relationship with the school and its staff.
- Be informed about events that are happening at the school or in your child's class by reading class/school newsletters
- Take an active role and interest in your child's school life and general wellbeing.
- To take time to listen and talk with your child and to follow up on any concerns they maybe telling you about.
- To follow appropriate protocol when addressing a concern or issue.~The school's grievance procedure contacting the school to arrange a convenient time to meet to discuss a particular concern or issue.
- Inform staff of family issues which may impact on your child and their performance at school.

5. Effectively implement Restorative Practice.

Restorative practices focus our attention on the quality of relationships between all members of the school community.

- It moves away from the punitive model of behaviour management.
- Restorative practice encourages young people to be honest about their behaviour.
- Being accountable to those that they have hurt because they have to face up to the issue and seek ways

to make things right.

- Emotional literacy is improved as teachers and students become more used to speaking about their feelings.
- Self-reflection and self-awareness assist in the development of social skills.
- Responsibility and accountability is shared between students, teachers, the school's leadership team and parents.

Restorative Practice at Kapunda Primary School

Staff professional development and parent information workshops.

Class programs that help develop positive and effective social skills. Restorative practice principles being

incorporated into these.

Using relationship language and developing our emotional literacy.

Respect and empathy for other people and how they might be feeling.

The modelling of positive language and behaviour

Bringing children together to solve problems

Informal Restorative Chats

Formal Restorative Chats

Small Group

Conferences

Written Restorative Agreements

No Blame

Conferences

Circle Time Activities

Family Group Conferences

Affirmative Statements

Agreements

with consensus

Class Meetings

Action Team

Buddy

Class Activities

Anti-Bullying Policy

Kapunda Primary School aims to provide a safe, secure and caring environment for our children. Our school does not tolerate bullying, including cyber bullying, harassment and violence and expects all members of our school community to treat each other with respect. Issues relating to these will be dealt with seriously and expediently.

** See Kapunda Primary School Website for our detailed policy on Anti-bullying.*

Contents

1. Types of Bullying
2. Warning Signs that a child is being bullied at school
3. What can you do as a parent?
4. What if my children see bullying happening?
5. What if my children are bullying others?
6. How can I help my children to know if they are bullying others?
7. What should I do if my child is being bullied?
8. Child's perspective
9. School management of bullying incidents
10. Related school policies and further information
11. Appendix 1 Cyber-bullying

Book Distribution

Stationery is issued as required in the classroom by the class teacher. After the children have used up their share, they are then able to purchase extra from the book room.

Book Room Sales

The book room operates on a very low scale, as it is assumed that the stationery allocated through the Material and Services Charge should be sufficient to last the year. Should it be necessary for a student to purchase from the Book Room they can do so between 8:40 - 8:55a.m.

Buses

School buses operate for primary and high school students. Students must be of five years of age and live a minimum distance of five kilometres from the school to be able to use the bus service. The bus runs are coordinated by Kapunda High School. Please contact the High School for more details regarding a particular bus route or availability. Casual travel may occur, provided there is room on the bus, and that requests are made in writing one day in advance.



Choir

The Kapunda Primary School Choir is an important part of the school's music programme. The choir rehearses regularly in the music room and involves up to 30 students from years 5, 6 and 7. There are many opportunities for the choir to perform, eg. the Kapunda Senior Citizens, the Kapunda Homes, the Kapunda Carols by Candlelight, the Kapunda Music society and the Balaklava Eisteddfod as part of a combined Primary School's choir. A highlight of recent years has been the annual Primary School Festival of Music at the Adelaide Festival Theatre.

Complaints and Concerns

QUICK REFERENCE

FOR EDUCATIONAL MATTERS RELATING TO YOUR CHILD

Stage 1

If you have a concern / complaint related to your child, arrange a meeting time with the teacher, and advise of the issue/s to be discussed.



Meet with the teacher to resolve the issue/s. If you are dissatisfied and feel the concern / complaint has not been resolved, clearly state this at the conclusion of the meeting.

Issue
Resolved



If the concern / complaint is not resolved, arrange a meeting time with the Principal, Mrs Dianne Jamieson or the Deputy Principal, Mr Nick Wuttke and advise of the issue/s to be discussed in writing.



Meet with the Principal or Deputy. If you are dissatisfied and feel the concern has not been resolved, clearly state this at the conclusion of the meeting. You may also be asked to forward your concern / complaint in writing.

Issue
Resolved



Phone or write to the Principal or Deputy again. If the school does not receive any more information, it is reasonable to assume it has been resolved. The school will aim to resolve the complaint within 15 workdays.

Issue
Resolved

Stage 2



If you are still dissatisfied with the outcome contact the Regional Director 85220900. The expectation is that the above steps have been followed. If you are still dissatisfied with the outcome contact the DECD parent Complaint Unit. The regional office will aim to resolve the complaint within 20 workdays.

Issue
Resolved

Stage 3



Complaints to the Parent Complaint Unit must be in writing and include and state the reasons why the complaint remains unresolved and an outline of what reasonable action could be taken to resolve the complaint which should occur within 35 days.

General school matters (eg timing of sports day, comments about camps, excursions etc) are most appropriately raised with the Principal, Deputy, Staff or Governing Council. It is important the concerns / complaints are kept confidential. The school can only deal with issues that are raised. It is expected that parents / caregiver, students & staff will work together to resolve concerns in a way that maintains positive relationships.

At any stage of the concern / complaint resolution process parents may contact the Parent Complaint Unit for advice or support on 1800 677 435

Computers

The school's Computer room contains 30 computers, all connected to our curriculum network, with both colour and black and white printers. All classrooms have a number of computers and an Interactive Whiteboard. Classes also have access to Ipads and portable devices. Every computer can access the Internet, with all children in middle and upper primary classes having their own logon name and password. This allows for greater security. Classes are taught about safe use of the computer and cyber bullying. Student access to the internet is monitored and inappropriate use leads to suspension of the facility.

Confidential Information

Parents are asked to provide information about their child, including medical details, parent's country of birth, home address and phone number, emergency contact and so on. This information is regarded as confidential and used only as needed for Education Department surveys, medical emergencies, contact with parents, and so on. Parents are asked to update this information when any changes occur.

Consent Forms

When a child starts school at Kapunda a school permission proforma is issued to cover local excursions under teacher supervision, for children to be photographed during education activities, to inspect for headlice, for permission to act in the case of an emergency, for school yard supervision, uniform, hat, access to the Christian Pastoral Care Worker and behaviour management policies. Separate forms are sent out for other excursions outside of the town and for camps. Children must have consent forms before being involved in any school excursion.

Contact No's

If during the year your emergency contact number or your home number changes could you please let the school know as soon as possible.

Counsellor

Our school counsellor's role is to enhance the social learning of our children and to coordinate programs that assist Kapunda Primary to be a safe and friendly place to be. Counsellors in primary schools undertake a number of varied roles including:

- Providing a counselling service to students.
- Supporting teachers in their work with students.
- Supporting the implementation of the school behaviour policy.
- Helping students who have specific learning and behavioural issues.
- Collaborative work with parents and caregivers.

Preventative practices that we have initiated at Kapunda Primary include:

-Programme Achieve - A curriculum of lessons for teaching students how to Achieve Success and Develop Social-Emotional Well-Being.
-Friendly Schools and Families Programme - A comprehensive anti-bullying programme that also incorporates social skill building.
-Explicit teaching of positive social skills to our students. In the whole class situation or as small groups.
-An extensive physical education and recreation programme.
-The offering of a diverse range of extra-curricular activities.
Brett Cummins is our School Counsellor and can be contacted on 85662008 for an appointment.
Our Counsellor role is .7 and is generally available Mon-Thurs.

Christian Support Worker

Margaret Reimann is at our school on Wednesdays and Thursdays. Her role is to:

- Pastorally support the school in its aim to be a safe and supportive learning environment, and so Margaret contributes through involvement in a range of activities such as camps, excursions, lunchtime groups and can provide support to individual students with the consent of their parents/caregivers (as per attached consent form).
- Link families to community resources and services by providing information about support and services available through community groups, including church groups. Margaret does not promote nor discriminate on the grounds of any particular ideology, but works to enable a supportive, inclusive and caring learning environment within the school for all students.

Margaret's office is the first on the right in the library passageway and she can be contacted by phoning the school.

More information about the role and activities of Margaret can be found on the school website under Christian Pastoral Support worker or by contacting the Principal or Counsellor.

CURRICULUM

In 2013 Teachers will use the Australian Curriculum for Maths, Science, English and History. All students are exposed to PE/Health, The Arts, Maths, Science, Japanese, IT/Technology, History/SOSE, and English.
For more detail <http://www.australiancurriculum.edu.au>

ENGLISH

Accelerated Literacy is taught in all classes. Additional reading programs such as Guided Reading operate in classes. Additional Reading support is provided for some students.
Explicit writing and spelling skills are taught and practised in a range of situations daily.
Jolly Phonics is promoted in all R-4 classes.
Classes operate Home Reading programs and Junior Primary parents are encouraged to listen to reading in classrooms from 8:30-8:50 am.
JP classes work on the Oxford Plus Word List.
Year 4-7 students are involved with Lexile books for their Home Reading program.

MATHS

Maths is a focus for further development in 2013 Maths is taught in all classes with a growing emphasis not only on specific maths skills and knowledge but also the application of the skills into daily situations. The school recognises the importance of developing numeracy skills and that solid mathematical knowledge helps with the development of numeracy.
The school acknowledges the importance of tables and runs a Tables Challenge as a fun way to promote this knowledge.
A minimum of 300 minutes a week is expected and additional time strongly encouraged.

TABLES CHALLENGE

What students will be expected to know:

Year 2	Challenge on Tables 2,5,10
Year 3	Challenge on Tables, 2,3,4,5,10
Year 4	Challenge on all tables up to 10X and on Division of 10
Year 5	Challenge on all tables to 12 and division with divisors up to 10
Year 6&7	Challenge on tables up to 12 and division with remainders.

CHALLENGE

STAGE 1

PROGRESSIVE TABLES CHALLENGE

Teachers keep a record of all tables learnt. Students are tested orally on tables and need to pass each table before moving onto the next table. Tests are random table fact questions.

STAGE 2

FINAL TABLES CHALLENGE

When the student has completed all tables for their year level they can see Principal or Deputy to have a final tables challenge. On passing the final tables challenge the student will be awarded:

AWARD LEVELS

First year completed	Certificate
Second Year completed	Bronze Medal
Third Year completed	Silver Medal
Fourth Year completed	Gold Medal
Fifth Year completed	Graduation trophy.

A CHALLENGE RUNS FOR A CALENDAR YEAR.

Records will be kept of each students completed challenges to verify which award they are eligible to receive. While challenges run consecutively a students may take more than one year to achieve a particular award. A student is only entitled to receive one award in each level.

SCIENCE

Science is taught in all classes using the Australian Curriculum as a core for all lessons.

90 minutes a week is expected for JP and 120 minutes for Primary.

In Term 3 the school holds a Science Expo in which all classes prepare an interactive exhibit of their study. The Expo is open for all students and parents to visit and participate in.

THE ARTS

All classes are currently involved in specialist Music or Performing Arts Lessons.

Upper Primary Classes have lessons in Performing Arts which lead to class performances, concerts, and JRock/ Wakairri performance in alternate years.

Middle Primary Classes have lessons in Performing Arts which lead to class performances and concert in alternate years.

Junior Primary Classes have singing and music lessons weekly.

A number of visiting performances are encouraged during the year to enrich student experiences and interests.

All classes are involved in Visual Arts with some involved in the SALA festival and a display in Term 4 at the Art Gallery.

A choir operates singing at Festival Theatre and locally.

Students are also encouraged to participate in the Kapunda Show.

DESIGN AND TECHNOLOGY

Design and Technology can be taught as separate areas of study however it is now more practical to embed it in other units of study. Students have access to a range of tools, digital and computerised equipment.

JAPANESE

Reception to Year 7 students all have one lesson a week learning Japanese. In learning Japanese students will also learn about the culture.

HISTORY/ SOSE

All classes work on the History Curriculum and supplement it with SOSE topics as necessary. Suggested times are R-2 1 hour a week. Year 3-7 1 ½ hours a week.

Topics for Society and Environment are aligned with the curriculum statements, student interests, current events and books being studied.

Classes often incorporate excursions or guest speakers into their Society and Environment lessons as well as use of the Internet.

Camps operate every second year and this supports the work in Society and Environment.

A number of aspects of the Social Skills programme derives from Society and Environment.

HEALTH AND PE

All classes are expected to have daily Physical Activity.

All classes promote healthy eating and incorporate the eating of fruit as part of their daily classroom routine.

Junior Primary children have a coordination test when entering school and may participate in a coordination program if needed.

Reception to Year 7 classes have a specialised lesson in PE each week.

Coaching clinics and specialised instruction in dancing and gymnastics also enrich the program.

Reception-Year 2 swimming occurs early in Term 1. Year 3-Year 7 swimming occurs in Term 1 also.

A swimming carnival is held in Term 4.

Health lessons are provided following the curriculum statements.

Growth and Development courses are provided for Year 5, 6 and 7 every two years.

A Social Skills program operates in all classes. In term 1 all classes focus on values, routines, friendship and manners.

In Term 2 all classes focus on the Friendly Schools Program which includes anti bullying strategies.

In Term 3 classes cover the Child Protection Program.

Many classes use Circle Time as a strategy for developing Social Skills.

The Virtues Program and Program Achieve are embedded into classroom programs.

Decision Making at Hapunda Primary

We believe effective decision-making values and builds on the rights and opinions of all groups within the community therefore:

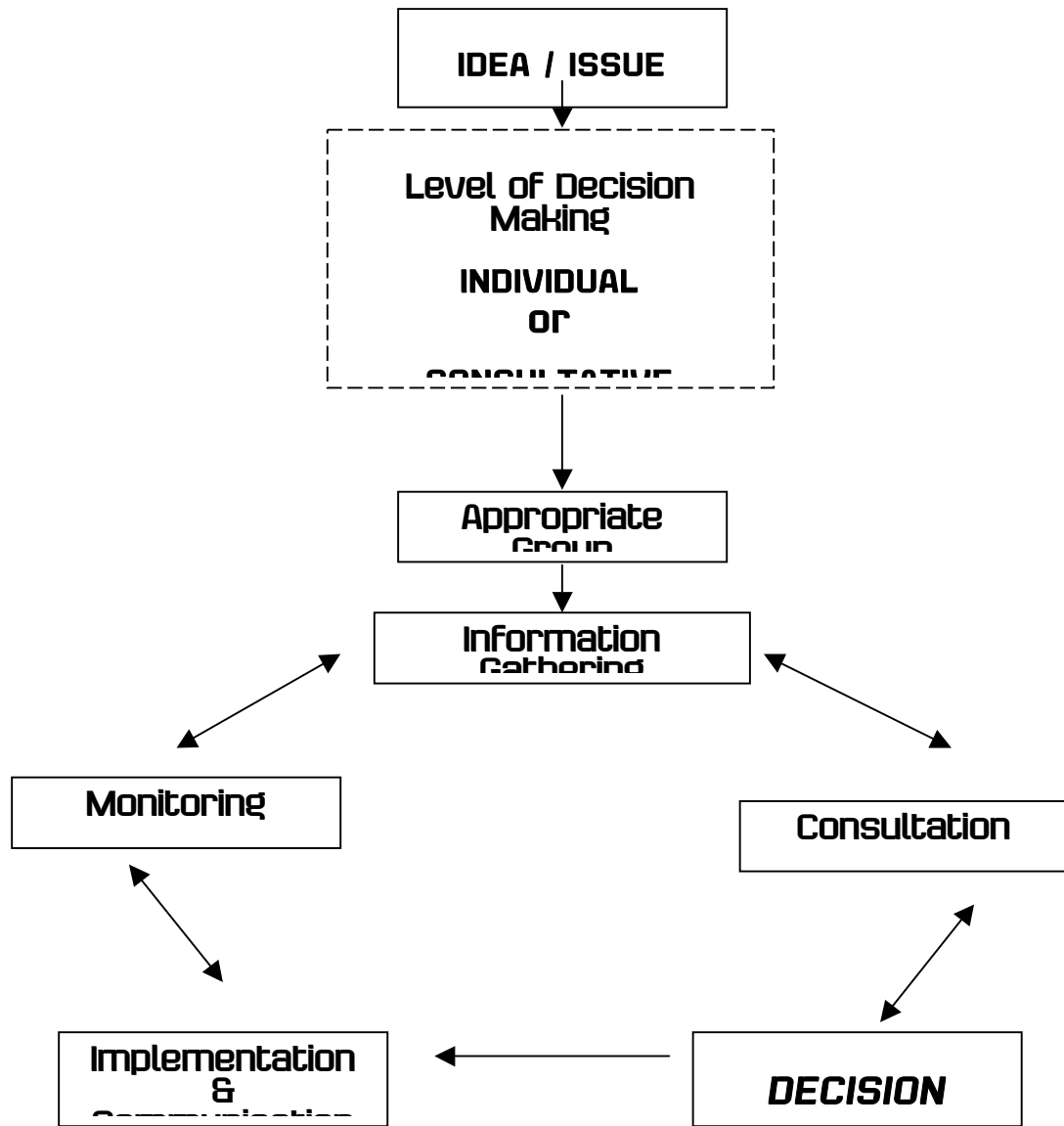
- **Many different groups or individuals will make decisions within the school in a number of different ways. However all groups and individuals should where appropriate give those that will be affected by the decision the opportunity to influence the decision.**
- **Consensus is desirable and should be initially sought however if after negotiation consensus cannot be reached a majority vote from stakeholders or their representatives is mandated.**
Governance Council is representative of the parents and entire school community
SRC is representative of the students
Staff is inclusive of ancillary and part time staff
- **The process is clear and understood by all and the level of Decision Making is recognised.**

INFORMED DECISION MAKING OCCURS WHEN THERE IS:

- **Adequate time**
- **Relevant information including consideration of OHS issues**
- **A range of opportunities to discuss, debate and share information**
- **The option to defer final decisions where further information or consideration is required**
- **The opportunity to consult with the group being represented**

FLOWCHART

DECISION MAKING



Dress Codes

All students at Kapunda Primary School are expected to wear our Dress Code. The Kapunda Primary School Community strongly supports wearing a dress code for the following reasons:

A dress code identifies students as members of Kapunda Primary School, increasing their sense of belonging to the school, and providing a stronger identity in the wider community. This is extremely important when on an excursion, or representing the school as it makes it easy to identify our students. A well conceived school dress code simplifies student dress decisions, and ensures students wear clothing to school which is appropriate and practical. The regular encouragement of school dress code standards tends to have a positive effect on school discipline. A strongly supported school dress code policy tends to improve the image of, and community confidence in the school.

School Dress Code Aims

The school dress code items will be practical, serviceable, attractive, readily available, comfortable, reasonably priced and acceptable to the majority, (ie it should not be 'high fashion' likely to date rapidly, or greatly out moded). Whilst clearly identifying students as members of Kapunda Primary School. The dress code will have sufficient options to suit individual pockets, tastes, shapes, and the full range of weather conditions experienced at Kapunda.

Hat and Solar Protection

Children will wear hats whenever they are outside eg. recess, lunch, before school sport, activities and excursions all year. Legionnaire and slouch hats are the desirable hats. They are available through the school.

Implementation strategies

We encourage wearing of the dress code in the following ways:

- By positive classroom and school incentives
- By giving our Year 7's an identity through organising Year 7 jumpers
- By regularly reviewing the dress code, listening to suggestions, modifying it as necessary
- By reporting on compliance with the dress code in the Student Reporting books
- By providing dress Code items (short term) when necessary eg. excursions, when a student is wearing inappropriate clothing
- By Principal and/or staff speaking to students who are not complying with the dress code, asking them why, and seeking a commitment to comply by some specified time
- by Principal or a staff member contacting parents by phone or letter about the problem, and seeking a commitment to rectify the problem
- By providing a second hand dress code service, and assisting students whose parents can not afford the uniform to obtain second hand dress code items cheaply
- by allowing students transferring from another school to wear that school's uniform (if the school has one) until the Kapunda Primary School dress code items can be obtained

Dress Code Items

Boys

Shorts Navy blue

Hats

Shirt Light blue polo shirt or skivvy

Legionnaire or broad brimmed

Pants Navy blue pants/tracksuit pants (not denim)

hats are required to be worn

Windcheater Navy blue windcheater, jumper or Year 7 top at all times by all students

Navy blue zip front jacket/vest when outdoors. (Navy blue)

Girls

Dress Navy blue and white check dress

Footwear

Shorts / Shirts Navy blue

Black/brown shoes/boots (closed

Shirt Light blue polo shirt or skivvy in shoes are preferred)

Pants Navy blue pants/tracksuit pants (not denim)

Sneakers or sandals (flat)

Windcheater Navy blue windcheater, jumper or Year 7 top
Footwear appropriate for

Navy blue zip front jacket/vest
particular activity

Jewellery

Wrist watches, medic alerts, stud and



sleeper earrings

Suppliers

The following retailers supply items of the school dress code: Hapunda Primary School supplies some items of the dress code including second hand items.

Barossa Kid, Big W, etc. sell navy shorts, blue polo shirts, windcheaters, navy blue zip front jackets and blue and white check dresses.

Specific details of actual items supplied by various suppliers, and availability, is provided from time to time through the newsletter.

Lost Property

Clothing and personal items lost by students will be stored in the admin area.

All items/clothing brought to school should be named.

Any unclaimed items are donated to charity at the end of each term.

Dogs on School Grounds

Bringing dogs onto the school site is forbidden. Dogs and other animal pets may be brought to school for show and tell by prior arrangement with a student's class teacher and taken home straight afterwards.



Emergency Procedures

Sirens

Normal siren times: 1 ring of the siren

Times:

8:30a.m., 8:50a.m., 10:40a.m., 11a.m., 12:40p.m., 12:50p.m., 1:30p.m., 3:10p.m.

Wet Weather

3 rings of the siren

Children are to remain inside for recess or lunchtime play. Admin staff will arrange release for classes not in two teacher classrooms. If the siren sounds before the end of the play period, eg the rain stops, yard duty teachers resume their supervision.

Evacuation for emergencies such as fire

- Continuous (min 10) short blasts of siren
- Evacuation - students and staff assemble on the south side of the oval.

Invacuation or Lock Down

- Continuous (extended) blast of siren
 - Students and staff to remain in classrooms and lock door.
- (At the conclusion of the incident the Evacuation siren will sound - all classes and staff

to assemble on the south side of the oval.)

If lockdown occurs during a recess or lunch break all parents and students are asked to quickly go to the gym in a direct route as far away from the main office block as possible. (A route across the asphalt is required if on that side of the school when the alarm is sounded.) If people are in the library or stone building they remain in that building.

Koala Crossing and School Zone

The new law governing speed restrictions in school zones began with the first day of term 3, 1998. Road signs and zigzag markings on sealed roads are installed at the start of every school zone, including the

zones outside our school. The speed restriction of 25km/h applies at any time a child is present in the zone. "When a child is present" also includes weekends or after school hours. The purpose of this is to ensure that children are safe whenever they are in the school zone.

Please note that the crossing does not guarantee safety. All pedestrians need to show due care. The flashing lights are in operation at the beginning and end of the school day with crossing monitors who will stop the traffic.

We ask that all who cross Mildred Street between South Terrace and High Street do so at the crossing.

Governing Council

This is the major decision making group in the school and consists of 10 elected members who are elected at the AGM in February. Governing Council meets at the school once a month. The Governing Council is responsible for:

- setting the objective and targets of the Site Learning Plan
- local policy
- the allocation of the resources available to the site including approving the budget, asset management plan and human resource plan
- the involvement of the community in the governance of the site, including, for example, the committee structures, consultation with the community and their appropriate inclusion in decision making
- the employment (but not supervision) of council staff
- the establishment resourcing of, for example, school canteens, Out of School Hours Care or residential facilities
- monitoring of the site Learning Plan and local policy
- reporting to the community and the Minister

Health Issues

Medication

If your child is on any medication please ensure that a Medication Management Plan has been completed by your child's doctor and a copy given to the school. Children who may require Ventolin etc. need to have a spare (to be kept in the Admin area) for an emergency.

Immunisation

Parents wishing to have their child immunised against diseases are asked to contact their local council or hospital for immunisation dates.



Health

The school maintains a small sick/rest room area. Staff have been trained in basic casualty care. Where there are major concerns every effort will be made to contact the parents/family so that the student experienced minimum distress. If a contact is not possible we seek your support in "acting in the best way possible on your behalf" through the information given.

School Dental Clinic

Primary School students can access the Dental Health scheme. The local Dental Health Clinic is at Nuriootpa and the address is:

Dental Clinic
37 Tanunda Road
Nuriootpa Phone number 8562 1588

Enrolment forms are available from the front office. The clinic sends an appointment card when your child's first visit or any follow up visits are due. Parents are responsible for taking their children to the clinic.

Head Lice

Parents are asked to periodically check their child/children's hair. Signs to look for are:

General Child scratching his/her head excessively

On the pillow" Fine black powder or paler coloured material

In the hair: "Nits" the lice eggs, seen as cream to coffee coloured specks stuck near the hair roots and when tried to be removed they stay stuck on the hair.

The lice themselves, small white to greyish parasites about as big as a pin head

A child with head lice must be excluded from school until they have been treated and the treatment is effective.

If you notice any of the above signs or need further advice, your local pharmacist or the school has some medication on hand. Treatment is readily available. If an infestation is evident treat with a recognised head lice treatment.

Medication and special combs are available from the school, at a cheaper price. The treatment is available at no charge to parents of students who are school card holders.

All members of the family should be treated. Be meticulous about washing in hot water or airing in bright sunlight any bedding and clothing that could have been in contact with the head lice. Combs, toys, etc. should be washed and carpets vacuumed for complete treatment. Follow up treatment in 10 days is recommended.

Homework

Homework may be set by the class teachers if they consider it to be of value to the child/children's needs.

It is recommended that:-

1. Homework, if set, should be either of a learning nature, practice in some area or completion of work.
2. It should be monitored and checked by the class teacher. Teachers should check with other teachers, if necessary to ensure children are not doing too much in one night e.g. set by LOTE teacher and class teacher.
3. It should be of a nature that does not make unreasonable demands on parents.
4. Homework should not be set at weekends or during very hot weather.

Time Guidelines:

Year 3 -5 15-20 minutes per session (1-2 times per week)

Year 6-7 20-45 minutes per session (2-3 times per week)



We believe that Out of School Hours Care (OSHC) is a valuable and integral part of Kapunda Primary School and the local community. It is a time and place for children to have fun, enjoy playing together and develop friendly relationships and useful skills in a supervised environment with qualified staff.

The Out of School Hours Care service aims to provide high quality recreational care for primary school aged children, in a warm, comfortable and safe environment while their parents work, study or have respite time.

Enrolling Your Child

An enrolment form must be completed before your child can use the service. Enrolment packs with all the necessary forms and information can be obtained from KOSHC.

If you would like to know more about the service, including session times and fees, please phone the Director, Louise Jenner or come into the KOSHC room after school for a visit.

Phone: 8566 3793

0401997763

Fax: 8566 2760

Breakfast Club

Breakfast Club operates Monday-Friday in the kitchen in the stone building from 8:30-8:45. If children haven't had any breakfast they are encouraged to come to the kitchen for some toast and a drink. A staff member and the children organise the meal. From time to time other foods are available depending on donations. This is a free service and is funded through grants and donations.

Lunches

Children are able to order their lunch on Fridays through our school canteen. Here at Kapunda Primary we pride ourselves on offering a 'Healthy Lunch' menu. Lunch orders and money are put in class boxes at 8:50am and forwarded to the canteen by 9am. It is important that information is clearly written on lunch order bags including class name and that correct money is included. Lunch order bags and price lists are available from the front office.

Children without lunch may have a cheese sandwich available from the front office for \$1.00 (payable from lunch order money or the next day). Phoning of late orders or ringing home is not permitted.

Ice Block Ordering

Ice blocks are available for students in Terms 1 and 4 on **Wednesdays only**. Children can buy directly for the Canteen area from 12:40pm.

Materials and Services Charges

This charge is set annually by the Governing Council and for 2013 is \$214. Prompt payment is required to provide the cash flow to support the school programme. A schedule of part-payments can be arranged. A \$10 saving can be made on School Fees if they are paid in full by the end of February. The money provides for items such as art materials, stationery, performances, computing equipment, duplicating materials and library resources.

School Card

Some families are eligible for Government assistance for the payment of the Materials and Services Charge.

Contact the Front Office for further details.

Newsletters and Notices

School newsletters are issued each week on Thursdays. They keep you fully informed of all school happenings. Some notices are sent home as required. Class newsletters are sent home during each term. We try to keep all notes going home on Thursdays, so please remind your child/children for any notes on a Thursday after school.

No Smoking Policy

The Education Department has placed a ban on all smoking on departmental property.

Parents and Friends

Parents and friends of the school are invited to get together once a month to discuss and provide input into the welfare of the school students and to assist in providing amenities for the school through fund-raising. Meetings are usually held once a month on a Monday after assembly. Watch the newsletter for details.

Parent Involvement

BELIEFS

- We believe that where a supportive relationship exists between school and home then the best learning situation is developed for the student.
- We believe our purpose at school is to provide a safe and diverse learning environment in which to educate and empower students to be successful in the community and in their future and we do this in a partnership with parents. An effective partnership requires all to show respect and maintain open communication.
- As a school we acknowledge the wide range of parent skills, interests and situations and will endeavour to cater for different family needs within the department, school and classroom framework.
- Parent involvement is about your participation at school and your participation at home with school activities.

HOW CAN PARENTS BE INVOLVED?

At Kapunda Primary School we encourage parents to be involved in school by :

- Listening to children read at school from 8:30-8:50 and listening to children read at home.
- Attending assemblies
- Supporting class activities when teachers ask for help
- Participating in special school programs such as Sports Day, School Fairs, Cross Country Day and more.
- Attending Parent Meetings
- Participating in school fundraising and development activities
- Providing ideas and feedback in order to make school and learning improvements.
- Promoting the school positively in the community.

MORE WAYS TO BE INVOLVED

Being actively involved in school is not just about attending school working bees or helping in class activities but also includes :

- Talking to your children about school,
- Reading communications so you are aware of what is happening,
- Helping children with their homework, reading with the children regularly,
- Making yourself available for interviews,

- Contacting the school about any family changes or illnesses,
- Paying school fees,
- Giving children lots of positive encouragement about their learning,
- Taking an active interest in their learning by reviewing Success Folders, having your child tell you about activities they are involved in at school.
- Assisting with (but not doing) special projects.
- Ensuring children have enough sleep, have breakfast and a nutritious recess and lunch.
- Support students involvement in after school sport and other activities.
- Informing the school when there are issues and working with the school to address the problems.

DO ALL PARENTS NEED TO HAVE POLICE CHECKS? NO! But some do!!!!

Some parents who are involved in school activities are required to have Police Checks.

Those parents requiring Police Checks will have these paid for by the school on completion of the department forms.

Parents who do need Police Checks include:

- Parents on Governing Council and Parents and Friends, those who work in the library, in the canteen or in student programs.
- Parents who are involved in electives or work with children outside of the direct supervision of the teacher.
- Parents who are requested to attend camps and excursions.

Sports and P.E. Programme

A specialist Physical Education teacher takes all classes for a lesson each week and coordinates all special PE programmes. The P.E. Programme at Kapunda Primary offers, daily fitness activities, specialist skills lessons, special whole school events each term, and opportunities for middle and upper primary students to practise skills and represent our school at district Sports Events.

House Teams

There are 4 sports houses in the school: Bagot, Dutton, Neale and Ridley. These are names after well known local people who contributed to Kapunda in its early years. These houses are used for school competitions at our swimming carnival and on sports day. Some class teachers use them within the classrooms.

Each year students are allocated to one of four houses so that as far as possible

- brothers and sisters are in the same house
- numbers are even across each year level
- numbers are even within the class

S.A.P.S.A.S.A - South Australian Primary Schools Amateur Sports Association

This organisation fosters children's sport. There are opportunities for students to participate in a variety of sports at several competitive levels: school based, district, intra-district through to interstate competition. Kapunda is affiliated with the Barossa and Light District. Students need to be 10 years or older, or be turning 10 to participate in cricket, softball, tennis, athletics, cross-country, netball, football, soccer, hockey or swimming. School staff often undertake the role of team coaches and managers.

Swimming

Term time swimming instruction is held at the Kapunda Swimming Pool. Sessions are taken by qualified



instructors and are intended to develop children's water confidence, water safety awareness and stroke proficiency. As part of our aquatics programme we hold a swimming carnival for children in years 4 - 7. Swimming lessons occur in Term 1 and are covered in school fees. All students go swimming as part of the PE program.

Student Representative Council

The SRC is a decision making group within the school. It comprises of student representatives from each class. Leaders are elected for terms 1 & 2, and for terms 3 & 4. SRC meets weekly and is coordinated by a staff member. Representatives bring ideas and feedback from Class Meetings.

The SRC enables the following to occur:

- bringing up student concerns/suggestions either from individuals or from class meetings
- having a say about school policies, rules etc.
- organizing activities for the students (discos, talent quests, fundraising)
- assisting the school staff to conduct school events
- raise money for charity appeals
- foster school spirit and pride
- to act as a communication link between the students and staff and to openly give information and ideas
- to write articles or interest/concern for the school newsletter/student news
- to assist in developing a sense of pride in the appearance of our school - buildings, grounds and equipment
- to do tasks around the school

Student Support Services

There are three main DECS services: namely Guidance, Hearing Impaired and Speech Therapy. These services are available to assist students, teachers and parents.

Coordination Programmes

From time to time and according to need our school has a coordination programme called Grasshoppers for Junior Primary students. This programme is run by school staff and parent volunteers when available. The programme focuses on improving the student's gross motor coordination. Gross motor skills are skipping, hopping, balancing, running, rolling, jumping and ball skills. The children who participate in the programme are identified by a screening test.

Intervention and Support

Our school provides support for students who need additional help in Literacy and Numeracy. All classes have access to an SSO several times a week and this enables teachers to provide extra assistance for students.

Special Education and Speech Programs

Students who are identified with Special needs and have a Negotiated Curriculum Plan have special one to one support or very small group support based on identified goals from their assessments and their learning plans.

Social Skills Program

All classes run specific Social Skills activities and programs to meet the needs of the students in their class. Overall the school operates under the Programme Achieve objectives.

Transition

Kindergarten to Junior Primary

In the term prior to the child commencing school, the school usually has four transition visits. These visits increase in length each week.

The children will generally be placed in a Reception class.

Parents are invited to attend an information session during one of these morning visits.

The enrolment form must be completed and handed to the front office staff prior to the child commencing school.

Year 7 Transition

Parents of students in year 7 are given a Year 8 enrolment form to complete in Term 2, nominating their preferred high school.

In term 4, the students are involved in transition visits to their high school.



VOLUNTEERS AT KAPUNDA PRIMARY SCHOOL

Volunteers are a valued and integral part of the operation of the school. They contribute to and expand our educational programme and can have a significant impact on the learning outcomes of students.

Parents and community members can become volunteers.

All volunteers who work in the library, canteen, on committees or with individual children or groups of children **not under direct supervision of a teacher ARE REQUIRED TO HAVE POLICE CHECKS.**

(Parents who come in and listen to reading, help in the classroom with the teacher, attend sports days and visitors days are not required to have Police Checks as they are under the direct supervision of the teacher.)

RESPONSIBILITIES

- Volunteers need to recognise the privilege, trust and responsibility associated with working with another person's child.
- The school has a responsibility to help the volunteer act in a manner that is in the best interest of the child and keeps the student and the volunteer safe.

- It is now a requirement that all volunteers who work in the school and are not completely under the supervision of the teacher have a Police Check.
- Community members who are not known to the school will need to agree to a meeting and possible request for a referee check.
- All parents and community members who are volunteers are required to meet with the Principal, Deputy or counsellor to undergo an Induction Program .

The Induction Program

- A site OHSW checklist
- Their responsibility regarding Mandatory Reporting which will include receiving Families SA Booklet, a Protective Practices Booklet
- An awareness that any Child Protection concerns can be raised with the Principal, deputy or counsellor
- An invitation to discuss any of the written material with the Principal, Deputy or counsellor
- Have their induction recorded.
- Approval for a police Check to be conducted.

DEPARTMENT POLICY STATES:

“... the principal or supervising teacher is under a duty of care to ensure that the volunteer possesses the necessary skills and is not a potential threat to the health, safety and welfare of students.” (Section 1 paragraph 99 of the AIGs, Schooling Sector. Legal liability and management of volunteers.)

Given the diversity of roles volunteers play, the approach to selection and induction and the level of required supervision will vary. However, where volunteers work directly with students, managers must be thorough in the manner in which they select and train volunteers and diligent in the supervision they provide. Appropriate management of volunteers in close contact with students ensures that all groups involved are protected; the volunteer, the students and the institution.

Further Legislative requirements regarding Volunteers in schools are available in the DECS Website. www.decs.sa.gov.au.

Weather Policies

When Rain Starts

If rain starts while children are at play, the teacher(s) on duty sounds the siren three times, (or sends a message) which indicates that all children must return to their classroom immediately and that the yard duty teachers are no longer on duty.

If rain commences before school the teacher on early morning duty will ring the bell at 8.40 a.m. and teachers are expected to supervise their classes as above. If a teacher is not there, then neighbouring class teachers should ensure all children are sheltered in a classroom until the teacher arrives.

No children are allowed in buildings or classrooms without a teacher present.

Hot Weather

Background

The policy aims to protect staff and students from exposure to extreme heat and the possibility of heat exhaustion during hot weather.

Outdoor Programmes

All outdoor programmes will be cancelled or postponed on days of extreme heat, as determined by the principal or nominee.

Morning Recess and Lunch Playtimes

On days of extreme heat students will be expected to stay indoors. Special activities are organised and students choose where they want to go for that period. 4 areas are available. Unless a day is pre-determined as one of extreme heat a signal to stay indoors will be three blasts of the siren.