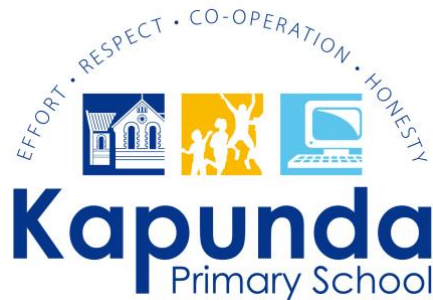


# Welcome to



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

Nathan Taylor  
Principal

Kerry Giles  
Deputy Principal

# Our Purpose

# School Values:

**Effort      Respect      Honesty      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 18<sup>th</sup> 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, activity room, music room and kitchen.

Today Kapunda Primary School enrolment sits between 300-340 annually.

Principal: Nathan Taylor  
Address: Mildred Street, Kapunda SA 5373  
Phone: 8566 2008  
Fax: 8566 2760  
Email: [Nathan.Taylor555@schools.sa.edu.au](mailto:Nathan.Taylor555@schools.sa.edu.au)  
School email dl.0200.info@schools.sa.edu.au

### School Dates 2018

Term 1 29<sup>th</sup> January – 13<sup>th</sup> April  
Term 2 30<sup>th</sup> April – 6<sup>th</sup> July  
Term 3 23<sup>rd</sup> July – 28<sup>th</sup> September  
Term 4 15<sup>th</sup> October – 14<sup>th</sup> December

### School Times

8.30am Teacher on duty, children on grounds  
8.50-8:55am Roll/ Organisation  
8:55am Lessons start  
10:35-10:40am Eating recess  
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, direct contact or a phone call on 8566 2008 by 9am. If their child is absent from school. For safety reasons school staff begin phoning parents for unexplained absences after 9:15am. By law, unsatisfactory patterns of attendance need to be followed up by school staff.

### Lateness

School commences at 8:50am. 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 8:30am and 3:10pm. Children should not be present on school grounds 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**

The school follows the South Australian First Day Policy which began in 2014. Children begin at the start of the school year if they turn 5 before May 1<sup>st</sup>. Children turning 5 after May 1<sup>st</sup> will begin school the following year.

## Anti-Bullying and Harassment 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 attached booklet and/or 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. Childs perspective
9. School management of bullying incidents
10. Related school policies and further information
11. Appendix 1 Cyber-bullying



## Assessment and Reporting to Parents

### Reporting Timeline

Term	Reporting Format
1	Acquaintance Night Social / Behaviour Report Interviews
2	Mid Year Report
3	Social / Behaviour Report
4	End of Year Report

## Banking and Money Collection

### School Banking

Students wishing to bank with Bank SA may do so each Wednesday. Please see Bank SA for details. Bank books and money are forwarded to the front office. Bank books are usually returned by the end of the week.

### Money Collection

Money is received at the front office. Parents or students need to bring money into the front office. No money is collected in classrooms except for lunch money on Fridays.

## **Behaviour Management Policy**

Our purpose is to provide a safe, diverse learning environment to educate and empower children to be successful academically, socially, within the community and in the future.

As a Good Practice School in Positive Behaviour Development we:

1. Create a supportive and harmonious environment that focuses on developing and maintaining positive relationships.
2. Reinforce our school values of respect, honesty, cooperation and effort.
3. Consistently use clear processes for managing behaviours. This will incorporate the use of Restorative Practices.
4. Staff, parents or caregivers, and students work together to create a safe, caring, orderly learning environment.
5. Acknowledge student's varying levels of ability to understand the relationship between right and wrong, therefore appropriate behaviour management strategies need to be developed in relation to the individual student.

### Roles and Responsibilities

#### **Principal**

- To ensure that procedures for effective behaviour management are regularly reviewed and effectively communicated to members of the school community. These stakeholders are consulted in the review process.
- To promote structures and programs that enable students to be involved in the management of their behaviour and increase students' opportunities to experience intellectual, social and physical success.
- Support school community members in relation to managing student behaviour effectively. This can involve consulting with district support services and other agencies.

#### **School Staff**

- Develop and foster positive relationships with students and families.  
Respond positively to responsible students' behaviour and apply appropriate consequences if students interfere with teaching and learning and the safe school environment.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Critically reflect on practices and develop knowledge and skills needed to manage behaviour successfully.

#### **Teachers**

- Structure the teaching program to facilitate learning and encourage students to achieve their personal best. Thus catering for the developmental, social and emotional needs of individual students.
- Develop classroom management strategies which: involve negotiation, support the participation of students, value differences in gender and the cultural linguistic backgrounds of students, acknowledge positive learning and social behaviours, deal effectively with sexual harassment, racism and bullying, take in account the impact of physical and intellectual disability, trauma and disadvantage on the learning process, establish and maintain safe and supportive learning environments.

### **Students**

- Follow the school values of respect, honesty, cooperation and effort by behaving in a safe and respectful manner.
- To reflect honestly on their behaviour and to modify their behaviour as required.
- Encourage fellow students to follow the school behaviour code.

### **Parents or Caregivers**

- Support the school's behaviour code and the school's role in administering it.
- Take an active role and interest in your child's school life and general wellbeing.
- Develop a positive relationship with school and its staff, when necessary liaise with school about issues that may be affecting your child's wellbeing

## **Managing Yard Behaviour**

### **Considerations**

NEP  
 ASD Child  
 Student Behaviour Plan  
 Behavioural Assessment

### **"Low Level" Inappropriate Behaviour**

Reminder re Appropriate Behaviour  
 Discussion with the child/children as to the impact their behaviour maybe having on others or of the safety concerns  
 Talking about A and B Choices  
 Students will generally respond positively to your request

### Proactive Strategies

YCDI Education yard tickets  
(In yard backpacks-Children write their names on them  
Weekly draw at assembly)  
Staff on the move- circulating throughout their designated area  
Positive comments  
Staff Interaction / Play  
Lots of equipment available  
Class incentives  
Lunchtime activities  
Games etc promoted in PE and class lessons  
Lunchtime Indoor Play Program  
Play At Lunchtime Program  
JP Children-Monday Lunch in Gvm)

### Support Strategies

School Counsellor to monitor yard books-  
Weekly summary to staff Follow-up concerns

Set Up For Success Program-First two weeks of the school year

Explicit teaching of You Can Do It Education in classes.

Yard Behaviour Management Approaches

KPS Yard Behaviour Guidelines

### Repeated Inappropriate Play

A student/group of students have been previously spoken to during the play period. Once again a restorative chat is recommended, to reflect on their behaviour and its impact on others and how they should be playing. A and B Choices re-affirmed  
Their name(s) should be recorded in the yard behaviour book and an appropriate consequence be administered. Eg. Sit out, Walk & Talk Books in yard duty backpacks  
School Counsellor to collate Yard Behaviour Book Reports at the end of each week. Distribute to staff/Follow-up behaviour concerns.

### Unsafe Play/Medium Level Inappropriate Behaviour

These are the behaviours that you feel put children's safety at risk or interfere with the rights of others.  
eg Harassment, misuse of equipment, tackling in football  
Once again a restorative chat is recommended and an appropriate consequence is put in place. Record in Yard Behaviour Book

### Serious Incident or Continued Inappropriate Behaviour

Student asked to make their way to the front office

Non-compliant student-Send another student to front office with the **Red Yard Behaviour Issue Card**  
(Located in front pocket of Yard Duty Back Pack)

Admin to follow up or release teacher to follow up.  
Relevant stakeholders informed of outcome / issue.

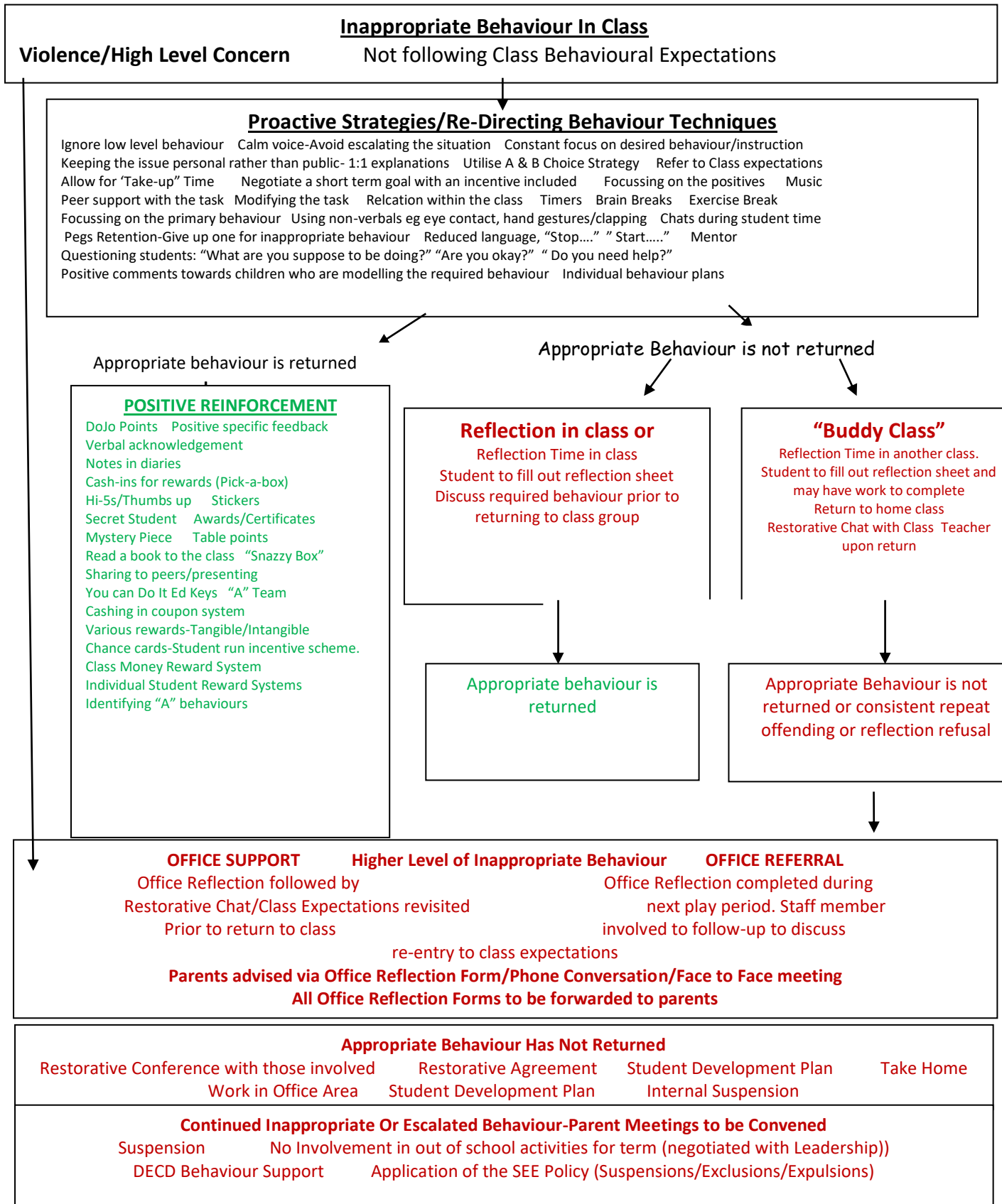
### Suggested Consequences Following Serious Incidents

Contact parents Office Reflection Time  
Restorative Conference and Agreement Take Home  
Individualized Playtime Plan

### Continued Inappropriate Behaviour or Escalated Behaviour

Student Behaviour Plan Individualized Playtime Plan  
Take Home Internal Suspension Suspension  
DECD Behaviour Support Exclusion

# Managing Class Behaviour



## Book Distribution

Stationery is issued as required in the classroom by the class teacher.

## 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.

### Buses

School buses operate for primary and high school students. Students must be of school 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, or the Deputy Principal, 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



The expectation is that the above steps have been followed. If you are still dissatisfied with the outcome you may contact the DECD Education Complaint Unit on 1800 677 435 or email at [DECD.EducationComplaint@sa.edu.au](mailto:DECD.EducationComplaint@sa.edu.au) for further support.



Issue Resolved

Stage 3



If your complaint is not resolved you may choose to seek independent advice and review by an external agency by contacting the SA Ombudsmen on 1800 182 150 or 8226 8699 or by email at [ombudsman@ombudsman.sa.gov.au](mailto:ombudsman@ombudsman.sa.gov.au).

General school matters (eg timing of sports day, 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 Education Complaint Unit for advice or support on 1800 677 435

**Computers**

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 etc.. 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 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 Numbers**

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

### **Decision Making at Kapunda Primary**

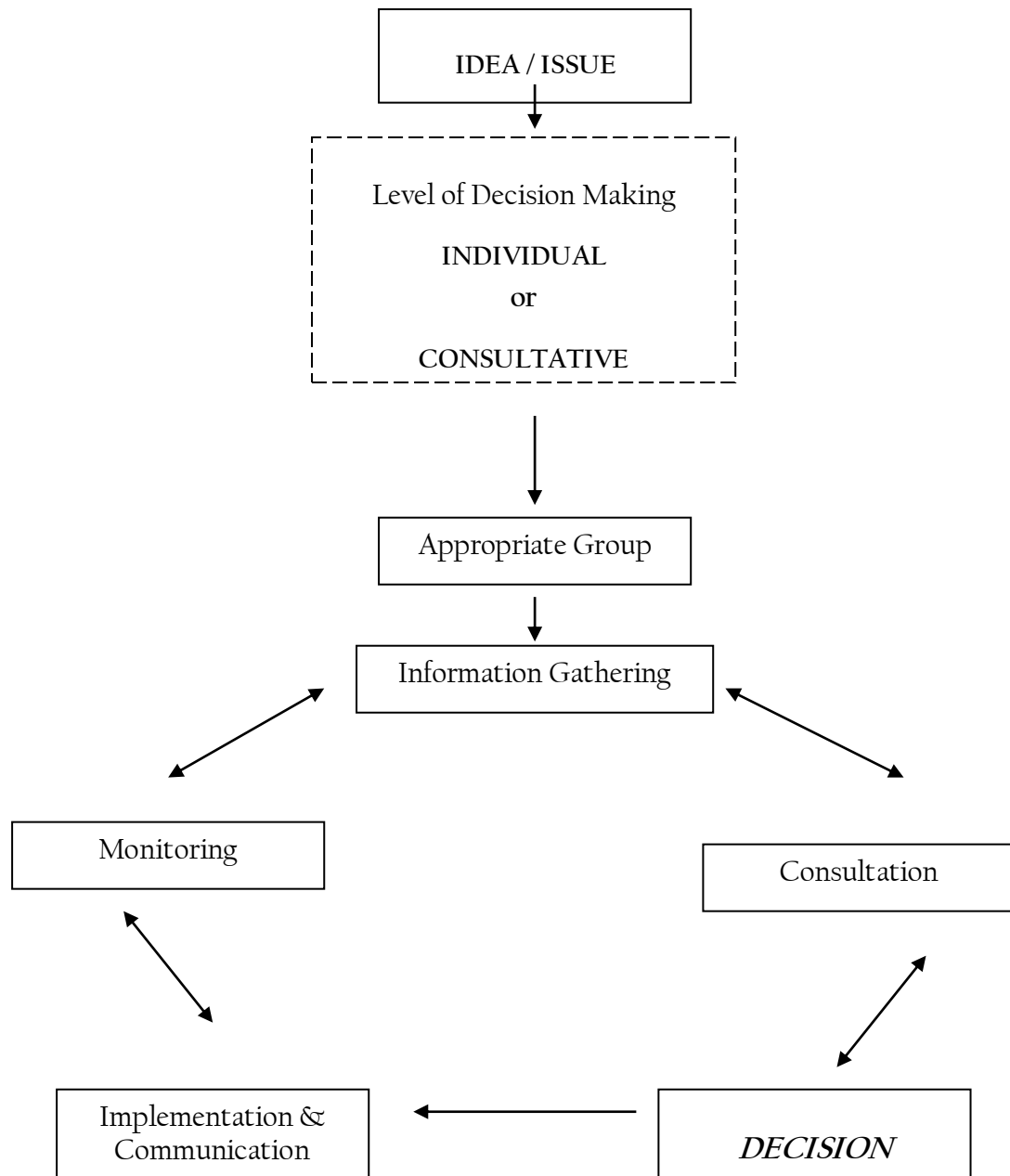
We believe effective decision-making values and builds on the rights and opinions of all groups within the community therefore:

- 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.
- 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.

# DECISION MAKING FLOWCHART



## Curriculum

In 2018 Teachers will use the Australian Curriculum for Maths, Science, English , History and Geography. All students are exposed to PE / Health, The Arts, Maths, Science, Japanese, IT/Technology, History / Geography / Civics and Citizenship and English.

For more detail <http://www.australiancurriculum.edu.au>

### Times 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	Pen
Sixth Year Completed	Trophy



A CHALLENGE RUNS FOR A CALENDAR YEAR.

Records will be kept of each student's 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.

#### ENGLISH

The Big 6 in Reading is taught in all classes. Additional reading programs such as Guided Reading operate in classes.

Explicit writing and spelling skills are taught and practised in a range of situations daily.

Classes operate Home Reading programs and Junior Primary parents are encouraged to listen to reading in classrooms from 8:30-8:50 am.

## **MATHEMATICS**

The Big Ideas in Number and Natural Maths Strategies are taught in every classroom. Maths is taught in all classes daily 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 multiplication tables and runs a Tables Challenge as a fun way to promote this knowledge.

In term 3 on alternate years the school holds a Numeracy Expo to help promote numeracy.

## **SCIENCE**

Science is taught in all classes using the Primary Connections as a core resource for lessons.

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

## **THE ARTS**

Junior Primary Classes have performing arts lessons weekly. The Arts are taught in all classes which include Drama, Dance, Visual Arts, Music and Media.

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

Our school choir performs at the Primary Schools Festival of Music and locally.

We have a school concert where classes put on an item involving the performing arts every second year.

## **TECHNOLOGIES**

Technologies can be taught as separate areas of study and are also often embedded across the curriculum in units of study. Students have access to a range of tools, digital and computerised equipment.

## **LOTE = JAPANESE**

Reception to Year 7 students has Japanese lessons each week. In learning Japanese students will also learn about the Japanese culture. Cultural experiences including competitions and visiting Japanese Restaurants occur with Upper Primary students.

## **HUMANITIES AND SOCIAL SCIENCES**

Topics for Humanities and Social Sciences are aligned with the curriculum statements, student interests, current events and books being studied.

Classes often incorporate excursions or guest speakers into their Humanities and Social Science lessons as well as use of the Internet.

Camps operate every second year and this supports the work in Humanities and Social Sciences.

A number of aspects of the Social Skills programme derives from Humanities and Social Sciences.

## **HEALTH AND PHYSICAL EDUCATION**

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.

Reception children have a coordination test when entering school and participate in a coordination program (Grasshoppers). The coordination program continues for some students in Year 1 and 2 .

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 7 swimming occurs early in Term 3 each year. In Term 4 we have a swimming carnival for Year 3-7.

Health lessons are taught to all classes

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.

For further information about the Australian Curriculum please follow the below link.

<https://www.australiancurriculum.edu.au/parent-information/>

## 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, such as at recess time, lunch time, before school sport and during activities and excursions. Broad brimmed and Legionnaire 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 and tops.
- 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
Shirt	Light blue - polo top, skivvy or Yr 7 top
Pants	Navy blue - pants or tracksuit pants (not denim)
Windcheater jumper	Navy blue - windcheater, front zipped jacket, vest or Yr 7

### Girls

Dress	Navy blue and white check dress
Shorts/Skirts/Skortts	Navy blue
Shirt	Light blue - polo top, skivvy or Yr 7 top
Pants	Navy blue - pants or tracksuit pants (not denim)
Windcheater 7 jumper	Navy blue - windcheater, front zipped jacket, vest or Yr



### Footwear – (should be appropriate for the particular activity)

Shoes/Boots	Black or brown shoes or boots (closed in shoes are preferred)
Sneakers or Sandals	(flat)

### Hats

Broad brimmed/Legionnaire	Navy blue
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### Jewellery

Wrist watches, medic alerts, stud and sleeper earrings





### Suppliers

The following retailers supply items of the school dress code:

Kapunda Primary School supplies some items of the dress code including second hand items. Big W, Target etc. sell navy shorts, light 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 outside of the Activity Room in the Stone Building. 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 should not occur. 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., 10:35a.m. 10:40am, 11a.m., 12:40p.m., 12:50p.m., 1:30p.m., 3:10p.m.

### 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.

## **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 March. 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

<b>Health Issues</b>
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### 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. Kapunda Primary School staff are trained in basic casualty care. Where there are major concerns every effort will be made to contact the parents/family so that the student experiences 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.

### 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.

**Parents are encouraged to keep their child home until treatment is completed to remove the risk of spreading head lice.**

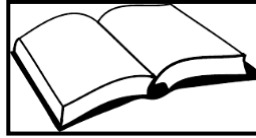
If you notice any of the above signs or need further advice, your local pharmacist or the school has some medication on hand. Treatment is readily available. If an infestation is evident treat with a recognised head lice treatment.

Medication is 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 is 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 should be either of a learning nature or a practice in some area or completion of work.
2. It should be of a nature that does not make unreasonable demands on parents.
3. Homework should not be set at weekends or during very hot weather.

## Kapunda Outside School Hours Care

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

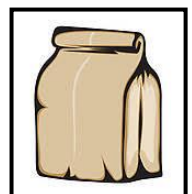
## Lunches

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 Blocks

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



## Materials and Services Charges

This charge is set annually by the Governing Council and for 2018 is \$235. Prompt payment is required to provide the cash flow to support the school programme. A schedule of part-payments can be arranged. 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.

## Nut Policy

### Management

#### The Nut Aware policy will be managed by:

- Parents and caregivers being requested NOT to send food to school that contain nuts (especially peanuts). This includes peanut paste, nutella, all nuts and cooking oil containing peanut oil, as well as foods containing nuts.
- Staff supervising eating at lunch time.
- Students being encouraged **NOT** to share food.
- Students being encouraged to wash hands after eating.
- Staff participating in training from St John in understanding and dealing with Anaphylaxis (severe allergic reactions) as the need arises.
- The School canteen complying with the Nut Awareness Policy.
- Students bringing food that contains nuts or nut products being asked to eat that food away from any other students and to wash their hands before going to play.



## 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 student's 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 CHILD RELATED CLEARANCES? NO -But some do!**

Some parents who are involved in school activities are required to have Child Related Clearances. Those parents requiring Child Related Clearances will have these paid for by the school on completion of the online form on the Department of Communities and Social Inclusion website.

Parents who do need Child Related Clearances 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.

## **PARENT COMPLAINT POLICY**

At Kapunda Primary School our purpose is 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.

The education and wellbeing of our students is our first priority. All members of our school community, including students, parents, staff and volunteers have the right to be treated with courtesy and respect. Parents have the right to raise concerns and complaints about school and this policy is designed to support parents through this process.

### **GUIDING PRINCIPLES**

The School welcomes the airing of a grievance in a **responsible and constructive manner**. Please consider the following when you have a grievance:

- Grievances are to be kept **confidential**. At times you might want to seek support from friends to gauge their reaction; however it is important to do this privately and respectfully.
- There must be **mutual respect** between all parties – respect by parents for teachers/staff as professionals, their experience and their expertise; respect by teachers/staff for parents' special relationship with their child.
- It is vital for the sake of the students and the school that **teachers are not criticised in students' hearing**.
- All input/contributions **are to be listened to** respectfully and attentively by others in the process.
- Be prepared to **talk specifics**. Bring along notes you have documenting when, what, why, who, when, where and how the incidents/issues have occurred.
- Parents can use an **advocate** to assist them in raising an issue. At any stage a parent may contact the Education Complaint Unit to discuss a concern or seek advice (1800 677 435)
- It is important to **remember** that the grievance process will not necessarily result in a change to, or reversal of a decision or action. Sometimes the only achievable outcome may be an apology, an understanding to follow or improve guidelines or procedures in the future.
- If a concern has not been addressed or the follow-up is unsatisfactory, please refer to the **quick reference guide** in this document as to your next step.
- All department staff- teachers, principals, pre-school directors and Central Office staff- will help you on a plan of action and a timeframe.

## **TYPES OF CONCERNS AND COMPLAINTS COVERED**

Parents can raise a concern or complaint about any aspect of the school's operations.

This includes:

- Quality of services
- Behaviour of staff
- Decisions of staff
- School policy
- School procedures
- School practices

## **NOT COVERED**

This policy does not apply to matters where there are legislated requirements or existing policies and processes of appeal such as:

- Complaints or appeals about student suspension and exclusion
- Staff disputes and grievances
- Mandatory reporting responsibilities
- Some health, safety and welfare related issues
- Previously finalised complaints will not be pursued unless the parent is able to provide new information.
- This policy is not applicable where a parent has employed a third party (e.g., legal representation) in relation to their complaint. In these circumstances, the complaint must be referred to the department's legislation and legal Services Unit for action. A parent is however, entitled to a support person such as a friend, colleague, or a person provided through an appropriate agency, as long as they do not receive a fee for service.

## **RIGHTS AND RESPONSIBILITIES**

When raising a concern or complaint with staff, parents can expect to:

- Be treated with respect, courtesy and consideration
- Have the complaint dealt with in a confidential and timely manner
- Have access to appropriate and easily understandable information regarding the complaint resolution process
- Have the complaint considered impartially and in accordance with due process and principles of natural justice
- Be kept informed of the progress and outcome of their complaint

We request that, when making a complaint parents will:

- Raise concerns and complaints at an appropriate time and place
- Treat other parties with respect, courtesy and maintain confidentiality
- Refrain from using social media (such as Facebook) to raise concerns and complaints
- Raise the concern or complaint as soon as possible after the issue has arisen
- Provide complete and factual information about the concern or complaint
- Ask for assistance or further information as needed
- Act in good faith to achieve an outcome acceptable to all parties
- Have realistic and reasonable expectations about what course of action is required to resolve the concern or complaint

## Pastoral Care Worker

Ness Anderson is at our school on Monday and Wednesday. Her role is to:

- Pastorally support the school in its aim to be a safe and supportive learning environment, and so Ness 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. Ness 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.

Ness'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 Ness can be found by contacting the Principal, Deputy Principal or Student Well Being Leader.

## School 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 school crossing is 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



## 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 houses are named 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, golf or swimming. School staff often undertakes the role of team coaches and managers.

### Swimming

All students go swimming as part of the PE program. Term time swimming instruction is held at the Tanunda Rex Centre in term 3. 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 term 4. Year classes 4 – 7.

## Student Voice

The Student Voice 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.

Student Voice meets weekly and is coordinated by a staff member.

Representatives bring ideas and feedback from Class Meetings.



### **The Student Voice 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

### Coordination Programmes

From time to time and according to the needs of our students, Kapunda Primary 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.

## **Student Wellbeing Leader**

Our school Student Wellbeing Leaders 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. Student Well-being Leaders 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.
- Collaboratively 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.

Daniel Ryan is our School Student Well-being Leader and can be contacted on 85662008 for an appointment. Dan Ryan is generally available Monday to Friday.

## **Transition**

## Kindergarten to Junior Primary

In Term 4 students and parents will be involved in a Transition Program.

The children will generally be placed in a Reception class.

The Transition program generally runs over 4 weeks. On the first week of transition students stay until 10:30, then until after recess, then until lunch and in the last week they leave after the lunch break.

Parents receive a letter about the Transition.

Parents are invited to attend a parent session prior to the students attending the Transition Program.

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 CHILD RELATED CLEARANCES.**

**(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 Child Related Clearances 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 Child Related Clearance.
- 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 Child Related Clearance 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 Department Website.

<https://www.education.sa.gov.au/supporting-students/parent-engagement-education/volunteers>

<b>Weather Policies</b>
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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.

Wet Weather

3 rings of the siren

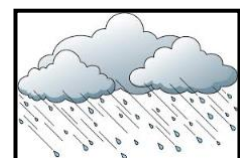
Children are to remain inside for recess or lunchtime play.

Hot Weather

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

If it is very hot, over 36 degrees or over at lunch time students will stay indoors. Students are given a range of activities to attend and they go to specified rooms which are supervised.

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.

Reviewed 2018