

# SEAFORD K-7 SCHOOL



ACHIEVING EXCELLENCE  
*Learning for our Futures*

## Parent Information Booklet



# WELCOME TO SEAFORD K-7 SCHOOL

**We are delighted that you have chosen our school for your child.**

The learning journey for your child started in your family group, and we will now join with you in partnership to begin the more formalised learning that schooling provides.

As a parent you know a great deal about your child, having watched them develop through the early years. You will have noticed that your child has learnt to do things at slightly different times to other children, which is to be expected, given the uniqueness of each individual. So it will be with your child's learning at school! As your child is introduced to new learning they will move at a pace that is comfortable for them, and it may appear to be different from other children. Each child has their own talents and preferences, and will respond more easily to some areas of the curriculum than others. We will be working in partnership to take your child forward, building on to and responding to the skills and abilities they bring to school.

We will be working to develop a broad picture of your child, so if you have any information to share regarding their development, please do so as it will help us to ensure we consider their needs.

Our formal reporting process includes appointment times when you can review your child's development with the class teacher. Information about these times is further on in the booklet. These are important dates for your diary!

If you have any concerns that you feel are affecting your child's work or happiness at school, please contact us. **Our telephone number is 8386 1197.** Please be assured you are always welcome to visit the school and arrange a mutually convenient time to discuss any matters with teachers.

We have a band of parents who come into our school to share their particular skills with the children, or you may like to volunteer some time to help in your child's classroom. We appreciate the help of parents, grandparents and friends from the community. Don't be backwards in coming forwards if you would like to participate.

We have produced this booklet in the hope that it will answer some of the many questions you may have about our school. A fortnightly newsletter will be emailed home to keep you informed of what is happening currently.

**We look forward to a happy and successful association with your family at Seaford K-7 School.**

**Belinda Adams**

**Principal**

**Nikki Garner**

**Deputy Principal**



## OUR SCHOOL'S VISION:

At Seaford K-7 School we are **all** Learning for our Futures.

## GUIDING PRINCIPLES

We are committed to excellence in teaching & learning:

- ◆ High expectations of all children & students supported through individualised, targeted interventions
- ◆ Supporting children & students to achieve their potential through a range of innovative learning opportunities
- ◆ To support the ongoing wellbeing of our children & students as citizens of the school and wider community.

## OUR SCHOOL VALUES

Our school values national standards to improve learning outcomes for all Australian students. The values we live by at Seaford K-7 are: **Respect      Success      Responsibility**

## CURRICULUM

The Australian Curriculum sets consistent national standards to improve learning outcomes for all Australian students. It is used by DECD teachers to design learning and assessment programs to suit the needs of our children and students. Instruction is offered in eight areas of study: Some learning areas include more than one subject.

LEARNING AREAS	SUBJECTS	LEARNING AREAS	SUBJECTS
English	English	Humanities & Social Science	History
Mathematics	Mathematics		Geography
Science	Science		Economics & Business
The Arts	Drama		Civics & citizenship
	Dance	Technologies	Design and Technologies
	Media Arts		Digital Technologies
	Music	Health & Physical Education	Health & Physical Education
	Visual Arts	Languages	Japanese

Woven through the eight areas of study are **General Capabilities** and **Cross - Curriculum Priorities**.

### General capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

### Cross-Curriculum Priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

## GENERAL CHARACTERISTICS

The student population is predominantly of an Anglo-Australian background with two percent from a non-English speaking background. Fifty percent of the families are school card users. Seven percent of our students have been identified with a learning disability. The school has two regional Special Education classes catering for Students with Disabilities R-7. The students are integrated into mainstream classes at various times during the week.

A high priority has been the upgrading of our Information Communication Technology capabilities and resources with the placement of Interactive Whiteboards in all teaching areas. A wireless network, portable laptops (PC & Mac), iPads and a Mac Computer Studio with 30 computers provides every student with the most up-to-date programs, Information Technology resources and information to achieve their full potential in all areas of the curriculum. The school provides learning programs that cater for our diverse student population.

## BUILDINGS AND GROUNDS

Our school has three air conditioned, open-plan, flexible learning units. They house our students and children in three levels of schooling: Early Years, with the Pre-school being adjacent and under the main roof; Primary Years and Middle Schooling. All areas can be reached under cover via the verandas, including Administration and the Library. An activity hall provides space for indoor activities and Drama lessons.

In 2009 a new gymnasium was built. This is also used for school assemblies, PE lessons and the local community uses it extensively after school.

We have extensive hard play and grassed areas for outdoor activities and playground equipment for both Junior Primary and Primary students, soccer and football ovals and basketball/netball courts.

There is a fenced vegetable garden and chook enclosure that provides out of classroom learning opportunities based around environmental education.



## 1. TERM DATES FOR 2020

<b>TERM 1:</b>	<b>(Tuesday)</b>	<b>28th January</b>	<b>-</b>	<b>(Thursday)</b>	<b>9th April</b>
<b>TERM 2:</b>	<b>(Monday)</b>	<b>27th April</b>	<b>-</b>	<b>(Friday)</b>	<b>5th July</b>
<b>TERM 3:</b>	<b>(Monday)</b>	<b>20<sup>rd</sup> July</b>	<b>-</b>	<b>(Friday)</b>	<b>25th September</b>
<b>TERM 4:</b>	<b>(Monday)</b>	<b>12th October</b>	<b>-</b>	<b>(Friday)</b>	<b>11th December</b>

## 2. INTAKE OF RECEPTION CHILDREN

There will be one intake of Reception children in 2020 in Term 1.

## 3. ENROLMENT

We would ask parents to enrol their child/ren before their “starting day”. You can do this by phoning the school and making an appointment with the Principal or Deputy Principal. At this time it is helpful to pass on important information about your child. This assists us in class placement and is passed on to the child's class teacher. We like to meet your child on the day you complete the enrolment form as this gives us an opportunity to show your child his/her classroom and to meet his/her teacher.

Some children find the transition from one school to another difficult so do prepare them for the move if you are moving into the area.

We feel it is important to have at least one day gap between the enrolment of your child and her/his starting in a new class. This gap allows the teacher who is to receive her/him to make sure there is a desk and materials etc. ready and to prepare the rest of the class so that they can welcome her/him.

## 4. FAMILY LAW COURT ORDERS

Please advise the front office if there is a court order in place for your child/ren and of any change of court ordered family care arrangements. It is important that the custodial document be sighted at the school. All information is confidential.

## 5. CHANGES OF ADDRESS & TELEPHONE NUMBERS

**We really do need this information to be current.**

School records need to be kept up to date in case of emergencies so we need to know if:

1. You change your address and telephone number.
2. You change your emergency contact numbers.

## 6. SCHOOL HOURS

8.30a.m.-8.50a.m.	Yard supervision begins
8.50a.m - 9.40a.m.	Lesson 1
9.40a.m.–10.30a.m.	Lesson 2
10.30a.m.-11.20a.m.	Lesson 3
11.20a.m.-11.30a.m.	Eating
11.30a.m.-12.00p.m.	Lunch play time
12.00p.m.-12.10p.m.	Interception / Mindfulness/ Reflection Time
12.10p.m.-1.00p.m.	Lesson 4
1.00p.m.-1.50p.m.	Lesson 5
1.50p.m.-2.10p.m.	Recess
2.10p.m.-3.00p.m.	Lesson 6
3.00p.m.	Dismissal
3.15p.m.	Yard supervision ends.

## 7. ATTENDANCE

**All children aged between 5 and 17 years of age must be enrolled and attend school regularly.**

At Seaford K-7, children aged 5 are also expected to attend school regularly once they are enrolled.

Under the Education Act of South Australia, Parents and/or Carers are held responsible for the regular attendance of all children in their care.

## 8. ABSENCES

If you know your child is going to be absent from school please contact the school by 9.00am. If the roll is marked in the morning by the teacher and there is an unexplained absence or late for your child you will receive an SMS from the school asking for the reason why your child is late or away. Whenever your child is absent from school for 3 or more consecutive days and we do not know why, the class teacher will contact you by telephone. The school has a Skoolbag App that may also be used to send an email advising the school of student absences or lateness. For more information please refer to the Attendance brochure available from the front office.

## 9. DISMISSAL OF CHILDREN

Children are dismissed at 3.00 p.m. each day. If children are to be dismissed early you will be informed by the school through the newsletter.

If you wish your child to leave early, e.g. dental or doctor's appointment, please make sure you let the school, and particularly the child's teacher know of the changed arrangements. You are required to sign your child out at the front office before collecting your child from their classroom.

## 10. OUT OF SCHOOL HOURS CARE

A range of options are available to families. Seaford Early Learning Centre, (private childcare centre) is located a short distance from the school and has a pick up and drop off service. They can be contacted on 8386 2007. Families make their own arrangements for this service.

## 11. LIBRARY AND INFORMATION CENTRE

**Borrowing: All children are encouraged to regularly borrow from the library. This can be done each morning from 8.30am onwards.**

- Junior Primary children can borrow up to 3 items.
- Primary children can borrow 3 items.
- The loan period is for two weeks. Children should return books as soon as they have finished with them. This can be before the due date.
- Overdue notices are sent home fortnightly. Accounts will be sent for badly damaged and lost items.
- Please ensure library books are not put into bags with drink bottles.

## 12. NEWSLETTERS

Newsletters are published fortnightly and will be emailed to your nominated email address on Wednesdays in even weeks – **Please look out for your email** as they are the main source of communication between the school and home. Newsletters are also available on the school website at [www.seafordps.sa.edu.au](http://www.seafordps.sa.edu.au) and we also print a small amount of hard copies in the Front Office.

## 13. NOTICES

Any notices with critical and important information will be sent home with all children. Classroom notices are sent home with the child concerned. All other notices will be sent home with the **youngest** child in the family.

In the initial stages it may be helpful if you check your child's bag for any notices sent home from school.

We hope that as your child becomes increasingly responsible he/she will automatically give you the notes when he/she gets home. Our Class Dojo also has information on dates of excursions and downloads of permission notices.

## **14. TRANSITION VISITS FOR SENIOR STUDENTS**

Our regional secondary school is Seaford Secondary College located at Main Street, Seaford Rise. A Memorandum of Agreement between the River Hub Partnerships schools sees the majority of our Year 6 students' transition to the middle school at Seaford Secondary College to start Year 7. The middle school caters for students from Years 7-9 with students grouped into sub-schools. Those students not attending Seaford Secondary College can remain at Seaford K-7 School to complete Year 7 before transitioning to their respective secondary schools. All of our senior school students leaving the school graduate at the end of the year. A transition program is negotiated for all students that involves visits to their new school and open days. Information is provided to students later in the year. All students need to inform us of their choice of secondary school by the end of Term 2.

## **15. ENROLMENTS**

2020 estimated enrolment is 265.

## **16. PRE-SCHOOL TRANSITION VISITS TO SCHOOL**

Our major feeder Pre-school is Seaford Area Pre-school which is located on site.

Other enrolments occasionally come from Frieda Corpe Community Kindergarten, Seaford Rise and Moana Kindergartens.

All children who will attend this school are supported to access the same transition program regardless of the preschool they have attended.

The transition program usually consists of a welcome letter and invitation to meet the Principal as well as a School Tour. Students have 2-3 transition visits in the mornings where children attend The Arts, PE and Japanese lessons and have lunch at school.

In devising the transition program we try and be flexible and responsive to the needs of the new Reception children.

Prior to the transition commencing we ask all families to complete the Enrolment form and return to the school.

For students who are enrolled in the Seaford Area Pre-school, the children may attend Book Week, Reconciliation Assemblies and some other school events as they arise. The pre-school and school staff also plan sessions and events together.

## **17. ESPECIALLY FOR PARENTS OF CHILDREN STARTING SCHOOL**

Whilst most children will have experienced Pre-school, the transition to school life is a time of yet more changes in their life.

Please read through these points and help your child enjoy a smooth transition.

- talk to your child about what starting school might mean
  - making new friends
  - being with old friends and older siblings
  - eating lunch at school
  - learning new skills
- help your child learn to tie shoes, manage clothes, recognise their lunch box, drink bottle, bag etc.
- name all possessions clearly to ensure safe return of misplaced items
- encourage independence eg tidying up toys and putting them back in their place

- ask your child to perform a variety of tasks around the house which require one or two directions
- help your child to recognise their name in the Script Print used at school. (Lower case letters please) e.g. Elizabeth Fairweather
- read to your child and talk to them about the story and illustrations
- talk with your child and listen to what they are telling you
- ensure that your child has plenty of sleep, this new transition will use up lots of energy!
- teach your child to use the toilet and clean themselves properly without assistance, flush the toilet and wash their hands
- help them to use a handkerchief / tissue independently

## 18. WHAT CAN YOU DO TO HELP YOUR CHILD AT SCHOOL

1. Most of all **BE INTERESTED**.
2. **TALK POSITIVELY** to your child about starting school. Talk about making new friends, playing new games, singing songs, making things etc.
3. Encourage them by **ADMIRING THEIR WORK** when they bring it home e.g. Give their paintings etc. a place of honour for a few days.
4. It is very likely that your child will bring home a variety of books and other things from school. **ENCOURAGE** them by:
  - \* **READING to and with him/her.**
  - \* **SHARING and DISCUSSING what they have brought home.**
  - \* **LISTENING to them**
  - \* **ASSISTING them where you can.**
  - \* **PRAISING THEIR EFFORTS – remember 3 positives to 1 negative**
5. **TAKE** an **ACTIVE** part in as many **SCHOOL ACTIVITIES** as you can.

## 19. HOMEWORK POLICY

At Seaford K-7 School we believe that students should have as much exposure to reading as possible. Therefore, our expectation is that students are read to or read independently for 20 minutes at home, every day.

Learning to read is about listening and understanding as well as working out what's printed on the page. In the developmental stages of reading, as they listen to stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen. Even if your child doesn't understand every word, they'll hear new sounds, words and phrases which they can then try out, copying what they have heard. As they progress with their reading, children build reading fluency and continue to develop their vocabulary.

Classroom teachers have individual homework expectations and will inform parents of their homework policy early in Term 1 of each year (through class newsletters and our Acquaintance Night. We look forward to your support in the partnership we share with you as teachers of your children.

## 20. REPORTING STUDENT PROGRESS TO FAMILIES -TIMELINE

Parents and carers will be given a variety of opportunities to discuss their child/ren's progress throughout the year. This can be on a formal or informal basis. We encourage all parents and carers to meet their child/ren's teachers as early as possible at the beginning of the year.

At the end of Terms 2 and 4 a full written report which covers all the learning areas as well as students' social and work skills will be sent home.

Early in Term 1 there will be an opportunity for you to meet your child/ren's teaching team at an 'Acquaintance Night' whereby each team will outline their learning program and expectations for the year. The Acquaintance Night also provides you with the opportunity to ask questions or seek clarification about your child's learning.



Towards the end of Term 2 we hold 3 Way Conferences. These conferences allow students to show parents/carers the learning they have undertaken during the first semester as well as self-assessing how they see themselves as learners.

There will also be some less formal occasions where families will be invited in to view students' work e.g. our regular Assemblies.

We believe that a strong relationship between school and home is an important part of a child's education. If you do have any concerns it is important that you ring and make an appointment with your child's teachers to discuss these issues as early as possible.

## 21. CANTEEN

The canteen will be closed until further notice, however we will organise special lunches throughout the year.

## 22. SCHOOL DRESS CODE

Our school's dress code aims to give students a sense of pride in their school. The wearing of the school colours is also a safety issue as it is easy to recognise Seaford K-7 School students in the yard, on excursions or when representing the school.

The Seaford K-7 School Joint Governing Council has determined that the wearing of the clothing described in the following school policy is a requirement for all students.

It is expected that all children will wear the Seaford K-7 School colours of bottle green and gold. (Complimentary colours of dark grey and black for trousers, shorts and pants only are acceptable).

**Listed below are some suggestions in accordance with our school dress code.**

Trousers/cargo pants	bottle green, black or dark grey ( <b>not a combination of colours</b> )
Shorts/cargo shorts	bottle green, gold, dark grey or black
Bike Pants	bottle green, gold, dark grey or black
Track pants/Leggings	bottle green, dark grey or black ( <b>no slogans</b> )
Polo Shirts	bottle green or gold (plain, <b>no slogans</b> )
T-Shirts/shirts	bottle green, gold (plain, <b>no slogans</b> )
Jumpers/Windcheaters	bottle green, gold or a combination of both ( <b>no slogans</b> )
Sports Skirts	bottle green or black
Skorts	bottle green
Dresses	green/white/yellow check dress
Hat	bucket hat – bottle green
Footwear	leather shoes, sandals or sneakers
Spray Jacket/Raincoat	bottle green
Hair accessories	bottle green, gold or a combination of both No oversized bows Long hair must be tied back

Please note: Children can wear a coat/jacket of their colour choice to and from school. At school, or during excursions school colours must be worn.

**Clothing which is unacceptable for safety reasons:**

- Midriff tops and tank tops
- Ripped clothing (patches acceptable)
- Mini skirts and brief shorts – (acceptable shorts should reach mid-thigh)
- Thongs, slippers and party shoes
- Makeup and nail polish.
- Necklaces (unless for religious/special reasons after negotiation with Principal) and chokers
- Bracelets, wrist bands, anklets and rings

- Earrings – studs and sleepers are acceptable **No stretchers, nose or eyebrow rings**
- Peaked Caps or beanies (unless the child has an ear infection & there is a parent/carer note)
- Flared pants
- Denim jeans and shorts
- Brightly coloured hair (that draws attention unnecessarily)
- Black tops and jackets

**Non-compliance with the school’s dress code will result in the following actions:**

- A verbal reminder by the student’s class teacher to the child
- A letter to parents/carers will be passed on to the student by the teacher, requesting their support of the Dress Code. The letter has a return slip indicating that the parent/carer has read the note.

Parents who are experiencing financial hardship can meet with a member of the leadership team if they are unable to support the Dress Code Policy.

**Please clearly label all items of clothing.**

## **23. PURCHASING UNIFORMS**

There is a display of school uniforms in the front office. These items can be purchased/ordered from the school. Some stock is available through the front office. Bucket hats in bottle green colour are also available from the front office. Recycled school clothing can be purchased through the Uniform Shop which is open after school on one afternoon each week (day and time is advertised through the newsletter).

## **24. SUN SMART HOT WEATHER POLICY**

The following is an abridged version of our Hot Weather Policy. If you would like a copy of the full policy please ask one of our friendly front office staff.

### **Rationale**

A balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. Exposure to the sun’s UV during childhood and adolescence is associated with an increased risk of skin cancer in later life

### **1. Seek shade**

- The school governing council makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate e.g. lunch, canteen, outdoor lesson areas and popular play areas.
- Students are encouraged to use available areas of shade when outside.
- Students who do not have appropriate hats are asked to play in the shade.

### **2. Slip on sun protective clothing**

- Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose fitting and includes shirts with collars and longer style dresses.

### **3. Slap on a hat**

- **All** students and staff are required to wear hats that protect their face, neck and ears, i.e. bucket hats, whenever they are outside in **Terms 1, 3 (if UV is 3 or above) and 4**. Baseball or peak caps and visors are not considered a suitable alternative.

## 25. LOST PROPERTY

**Please label your children's belongings.** There is an area in the Primary Years Unit where lost property is kept - please check to see if any lost articles are there. At the end of each term, lost property is washed and sold in the uniform shop or sent to charity.

## 26. FINANCE

### **Material and Services (School Fees)**

School fees are charged annually and invoiced at the beginning of the school year. The Materials & Services charges are set and approved by the School Governing Council. It is an expectation of the Department for Education that fees are paid by the due date. There are various payment options available to parents/carers, please call the finance office for further information.

### **School Card**

The School Card scheme is administered by the Department for Education and provides financial assistance towards the cost of educational expenses for full time students of low income families. Applications for school card are required to be made on an annual basis. School Card approval does not automatically roll over from year to year. For additional information regarding the scheme or to apply online visit [www.sa.gov.au](http://www.sa.gov.au) or call the School Card Section on free call 1800 672 758. Alternately you can collect and submit an application via the school office.

### **Payments**

Throughout the year there will be opportunities for students to attend camps, excursions performances etc. The school aims to provide adequate notice of excursions to ensure that families have time to budget for these extra-curricular activities. Please ensure payment and consent forms are returned to the class teacher. Receipts for payment will be sent home with your child. It is imperative that payments are made by the due date to ensure your student does not miss out.

## 27. HEAD LICE

Should the school observe a child with head lice, the following process is taken:

- (a) A phone call is made to the parents of children where head lice are discovered. If the child is treated and all eggs are removed, he/she may return to school on that day. If the parent is unable to collect the child at that time he/she will wear a hat in class for the day.
- (b) Other children's parents in the class receive a letter advising them of the discovery and their need to make regular checks.

On re-admission to school, after treatment, children will be checked again by a School Services Officer.

It is recommended that checks be carried out at home at regular intervals. Updated head lice information can be obtained from the front office.

**When in doubt ring the school.**

## 28. MEDICATION

If your child requires medication, please ensure that it is left at the Front Office. The medication needs to be **in its original packaging with clear instructions for administration**. Any medication that is held in the front office also needs to be accompanied by a Health Care plan or a Medication Authority plan.

The school needs to be aware of any medical problems your child may have, such as allergies, asthma, specific medical conditions etc. Because of this need we ask parents to supply us with a number of medical facts concerning their child/ren. This is recorded on a Health Information form

and filed for safe keeping. This information is confidential but very necessary in the case of an emergency.

If there is any change in your child's medical history please don't forget to tell us.

## **NO ANALGESICS OR INJECTIONS (excluding Epi-Pens) ARE TO BE GIVEN BY SCHOOL STAFF**

### **29. ILLNESS AT SCHOOL**

Please do not send your child to school if they are ill.

Children who are ill while at school are sent to the front office where any necessary first aid will be administered by staff. Parents or emergency contacts will be notified to collect child if required. All staff receive First Aid training as a requirement of their employment.

### **30. DENTAL CLINIC**

A service is provided by the SA Dental Service Noarlunga (8384 9244). Emergency dental care is available on 1800 022 222.

### **31. SPORTS AVAILABLE TO THE CHILDREN**

Seaford K-7 School is highly involved in the Physical Education area of study. Students participate in daily fitness activities, skill teaching sessions and attend various sessions run by visiting coaches and professional groups.

The school participates in SAPSASA Onkaparinga District sports including cricket, netball and soccer as well as the athletics and swimming district days when we have enough students to field teams and coaches to support them. The school also competes in the knockout competitions run by SAPSASA in such sports as netball, cricket and football. The only deciding factor when entering teams is the availability of coaches and parent helpers to help with supervision and transportation.

### **32. SPORTS & HOUSE TEAMS**

There are four house "teams" in the school.

When your child enrolls he/she will be placed in one of our four house teams. If he/she has a brother or sister at the school, they will be placed in the same team.

The four teams are: **Flaxman** **Red** **Nashwauk** **Blue**  
**Tigriss** **Yellow** **Witton** **Green**

At the beginning of the year students may submit written nominations expressing their desire to be House Captain. In this role House Captains perform a number of duties during the year including leading Sports Day teams, running events for younger students and presenting awards at assemblies. The student body then works with Leadership to decide on the most suitable House Captains.

### **33. BEHAVIOUR MANAGEMENT OF STUDENTS**

Our Code of Conduct emphasises our commitment to providing a safe, ordered and success orientated learning environment that is free of harassment and encourages personal responsibility and ownership of behaviour. Our school values are emphasised with students each year and it is expected that all students practise these. Each class also develops a code of cooperation, a positive incentive program and there is explicit teaching of social skills. Regular reinforcement occurs and a culture developed which focuses on positive reinforcement. Teachers communicate both positive and inappropriate behaviour to parents via notes in diary, phone calls and parent teacher conferences.

For inappropriate behaviour the emphasis is on redirecting/re-engaging the student.

**Classroom** – Teachers work with their students to develop a fair and explicit system for continuing inappropriate behaviours. For example: a reminder, class time out, out of class time out, in buddy class, Reflection Room where restorative conversations occur. Leadership, along with the teacher may develop a Student Development Plan with the student and family. This supports the behaviour to change and success celebrated. If a student continues to show reluctance to follow school behaviour expectations then suspension from school may occur after communication with parents.

**Yard** – When students are unable to follow the yard rules of; movement, safety, treatment, conflict, a range of consequences occur, depending on its seriousness. A note will be sent home for parents to sign and return to the front office. Consequences include walking/talking with the yard duty teacher, sitting out in the yard, time out. For some students a Safe Play Program is developed that may include Buddy support, restricted play areas and monitoring charts.

**Bullying and Harassment** - At Seaford K-7 School we have a zero tolerance to Bullying and Harassment. Behaviour management and Anti-Bullying policies are available for parents/carers to read and discuss with your child.

Teachers explicitly teach lessons to help students recognise the types of bullying and harassment that can occur and strategies that students can follow if they need to report incidents.

### **34. CONCERNS ABOUT YOUR CHILD - and/or CHILD'S PROGRESS**

All personal matters such as concerns about your child's progress are dealt with most effectively in the following ways:

**Concerns about relationships (student, parent or staff) should be raised directly with the school.** The following guidelines might help you if you have a concern:

1. Make an appointment to see the classroom teacher involved. There are times during the week when teachers do not have full class commitments and can therefore give you his/her full attention. It is helpful if the teacher has some idea about the reason for the meeting. If the situation cannot be resolved at that time it is important that both you and the teacher know this at the conclusion of the meeting.

If you are unable to resolve the issue fully at this time then, make a review appointment with the teacher.

2. If the issue(s) is/are still unresolved:

- Seek an appointment with the Principal or Deputy Principal (let them know the subject of the meeting).

The results from the meeting may include the following:

- The situation is monitored.
- Further discussions with the people involved.
- Outside support for the child, school or family may be sought e.g. Southern Adelaide Regional Services personnel e.g. social worker, Education Psychologist.

**Please remember this process can take a little time for it is dependent on the availability of the appropriate person.**

3. If you are still dissatisfied with the outcome, contact the Principal again to air your concerns. If after Steps 1-3 you are still dissatisfied, approach the Educational Director or his/her Executive Assistant (based at Noarlunga House) who will try to resolve the situation. The Educational Director will expect that Steps 1-3 have been completed.

**If the school does not hear from you it is reasonable to consider that the matter has been resolved.**

It is important that these grievances are kept confidential, and although at times you may seek support from friends, it is important to do this wisely.

When the matter is discussed in the student's hearing, it is important that the student understands that you have confidence that the issue will be resolved confidentially at the school level.

Criticism of the school or the teacher does not support the child's education as it undermines trust and confidence.

4. **Parent complaints.** Parent Complaint policy was developed to manage concerns and complaints made by parents/carers regarding their child's education. The process indicates that the first point of contact for parents/carers should be the child's school.

For further information regarding the process of raising a concern is the DECD website at [www.decd.sa.gov.au/parentcomplaint](http://www.decd.sa.gov.au/parentcomplaint) or via email at [DECD.parentcomplaint@sa.gov.au](mailto:DECD.parentcomplaint@sa.gov.au)

**The school can only deal with issues that are raised in the ways outlined above, if we do not receive information, then we assume all is well.**

## 35. OTHER EXPECTATIONS YOU NEED TO KNOW

### Children in school grounds

Children are not permitted to be in the playground **prior to 8.30 am** on school days. Supervision is provided from 8.30 onwards. Children are to leave the school grounds promptly at the end of the school day.

Teachers cease duty at 3.15 pm. All students left in the school yard after this time will be taken into the front office and parents contacted. **Children are not to be on the school grounds on the weekends and public holidays**

### Car park

**The staff car park is not a child drop off area.**

The car park is for the use of staff, other people employed at the school, visiting teachers and specialists (e.g. speech pathologist etc.) **ONLY**. This is a safety issue.

The disabled parking areas are for children who are wheel-chair bound or dropped off to the Special classes by taxi. Please ensure these areas are kept clear at all times.

Disability Parking- There are 3 disabled parking spaces: two in the staff car park and one in the pre-school. They are reserved for DECD transport for Special class children and families with registered disabled parking permits.

### No standing signs/kiss and drop area

Signage along the school fence on the western side of Jane Street, and within the school zone signs, indicates this is a No Standing area between 8am – 9am and 2.30pm-3.30pm. You may drop off your children, but must not stop or leave your car. There is ample parking available also along Norseman Street, at the back of the school.

Please remember that school zones have a speed limit of 25kph, and the other surrounding streets 50kph.

There is a school crossing at the front of the school. We encourage you to use these crossings for your child's safety, and to help them to learn safe road rules.

Bike racks and storage areas for skateboards/scooters are provided. The storage areas are out-of-bounds to all children during school hours. Chains and padlocks **are essential** as some bikes have been stolen over recent years – please remind children to wear helmets at all times.

## 36. EXCURSIONS

Excursions are an important part of the school's curriculum. This is termed 'out of class learning' and deemed essential for all students. If your child's class is going on an excursion we strongly encourage your child to attend. At times, you may be invited to accompany a group on an excursion or to provide transport. In line with the current Volunteer's Policy you can only agree to do this if you have completed all the requirements in the Volunteer process. This includes a current DSCI criminal history screening. If you are able to assist with transport, you need to be covered with comprehensive insurance and hold a current driver's licence. Information and permission notes will be provided before the excursion.

**We encourage all children to attend excursions. It is very important therefore that the signed permission forms are returned promptly to school.** If you have any concerns about an excursion please make sure you contact the organiser (usually the class teacher) so that he/she is aware of your concerns.

### **37. COMMUNITY USE OF SCHOOL BUILDINGS**

We believe the school to be a vital part of the community and we encourage the use of the school buildings and grounds by community groups. Further information can be sought from the Front Office.

### **38. VOLUNTEERS**

We would encourage any parent, grandparent or carer who wishes to become involved in the life of the school to do so. However, they need to complete all the components of the Volunteer Policy before they commence volunteering at school. Please see the front office for this process.

**Thank you for taking the time to read this important information about our school.  
We wish your child/ren and your family a happy and enjoyable association with the school.**

**We are always open to new ideas and welcome any feedback about your child's learning experiences at Seaford K-7 School.**