



WALKERVILLE PRIMARY SCHOOL

PARENT HANDBOOK

WELCOME

Dear Parents,

We would like to welcome your family to Walkerville Primary School and trust that your association with the school will be both a happy and a successful one.

Walkerville Primary School was established in 1884 and has a strong history of providing a caring, co-operative and stimulating learning environment for children.

This 'Parent Handbook' is intended as a means of informing you of the routine matters relating to school life. We value your support and encourage your active interest and involvement in the school.

Communication between parents and staff is also valued. We invite you to make contact with your child's teacher, the Principal or one of our Assistant Principals with enquiries or constructive comments. The school's website is also very informative and can be found at www.walkvilleps.sa.edu.au.

Information contained in this handbook is further explained in the various sections of the website, including newsletters, term planners and policies.

The school's Annual Report and Site Improvement Plan are also available on the website and in print form from the office.

Regards,

David Chadwick **Rolf Scharbillig**
Principal Chairperson

CONTENTS

1 – VALUES & CURRICULUM	Page 1
2 – ENROLMENT	Page 1
3 – ROUTINES	Page 2
4 – MEDICAL	Page 3
5 – CLASSROOM	Page 4
6 – EXTRA-CURRICULAR	Page 5
7 – STUDENT SUPPORT	Page 6
8 – PARTICIPATION	Page 7

SECTION 1 - VALUES & CURRICULUM

VALUES

The school strives to model the school values of '*Care, Co-operation and Commitment*'.

- *Care* for ourselves, other and the school environment to provide a safe, supportive and friendly learning environment,
- *Co-operation* with each other to establish effective partnerships between staff, students and parents,
- *Commitment* to upholding the values, traditions and expectations of the school to maintain a stimulating learning environment that challenges students.

ANNUAL REPORT

The Annual Report is a detailed account of the student achievement standards and outcomes that meet DECD accountability requirements. The report is available in the website.

SITE IMPROVEMENT PLAN

The Site Improvement Plan describes our context and improvement priorities for a 3-year cycle and also details the annual action plans. The plan is constructed with community input.

AUSTRALIAN CURRICULUM

The Australian Curriculum Framework provides the curriculum outline in all areas of study. Detailed outcomes for each level can be viewed at:

www.australiancurriculum.sa.edu.au

SECTION 2 – ENROLMENT

ENTITLEMENT

The school is zoned by the Minister of Education and Child Development to ensure the right of students who reside close to our school to a place within the school. Parents whose principal place of residence is within the "Zone of Right" for a significant period of time are guaranteed enrolment at the school for their children.

The zone can be viewed at: www.walkvilleps.sa.edu.au/zone2.html

'Out of Zone' requests for enrolment may be approved by the principal when there are available places at the appropriate year levels.

RECEPTION INTAKE

Children turning 5 years old on or before 30 April in given year will be enrolled to start Reception at the beginning of the year. Children turning 5 after 30 April will be enrolled at the beginning of the following year. However, children

are not under compulsion to attend school until they are six years of age.

A transition program provides the children with orientation visits to our school and occurs late November - early December in the year before starting school.

Dismissal time is 3.25pm and children participate in a normal school day from the start. Parents may negotiate with the class teacher should they consider that the full day of schooling is initially too long.

TERMS IN JUNIOR PRIMARY

Children beginning reception in term one will be placed as Year 1 students the following year.

SECTION 3 - ROUTINES

ACCESS

Parents are required to provide a copy of any legal documents or court orders in regards to access and custody of children. Information will be treated confidentially, but will be shared with relevant staff. Information should be provided on enrolment or when orders are available. Staff will not act upon verbal information. The role of staff is to be sensitive to the care of children within a legal framework.

ABSENCE

Parents must provide an acceptable reason for the absence of their child. A telephone call on the day or a signed follow up diary note is required under the Education Act.

Medical appointments during school time should be communicated to the class teacher. Children must be signed-out through the front office.

Lateness should be avoided as punctuality is one of our organisation values in class. If there are more than five late occasions, then the class teacher may request that these children sign-in via the front office.

Permission to leave the school grounds during hours requires consent from the class teacher and Principal or Assistant Principal, as well as the parent.

Children will be permitted to go home for lunch only if written permission is received from a parent on each occasion.

Children taking family holidays during school terms are required to complete an exemption form available from the school office.

BELL TIMES

Children should be at school by 8.45 am.

On arrival children should take their bags to the designated areas and move to the 'paved area', where they will be supervised by the yard duty teacher. Teachers are rostered for morning yard duty from 8.30 am.

Children who enter the grounds before 8.30 am should be enrolled in our Before School Care Program, which commences at 7.15 am.

Times

8.30am Yard supervision

8.55am Classes commence

11.00am Recess Play

11.20am End of Recess

1.00 pm Lunch Play

1.45pm End of Lunch

3.25 pm Dismissal time

3.40 pm End of Supervision

(*End of term dismissal is 2.25pm.)

There is a five minute allowance at the end of play times for children to visit the toilet and line up for class.

BICYCLES

Children may ride their bicycles to school and store them in the racks provided. It is preferable to lock them in place.

Bicycle riders must dismount upon entering school grounds and access to the school with bicycles is only permitted via the North Eastern entrance on Church Terrace.

CAR PARKING

Traffic congestion on both Church Terrace and Stephen Terrace at delivery and pick up times is of great concern. Parent compliance with traffic laws is essential. The 'Road Safety Policy' is available on the school's website under 'Policies'.

There is restricted vehicle access to the school grounds to ensure the safety of children at all times.

CANTEEN

Lunches can be ordered from Subway on Monday, Wednesday and Friday. Order forms are in the front office and must be submitted by 9.00am. Parents are requested to send a nutritious recess snack and lunch along to school.

Teachers will supervise students during eating times and report any issues to parents.

During terms 1 and 4, children should bring their lunch box into the air conditioned classroom.

Special lunch days are also organised by the Parent Association at certain times during the year.

COMMUNICATION

Regular two-way communication is encouraged and this often occurs informally on a day-to-day basis. On occasions particular concerns may need to be resolved. We recommend the following steps as a guide to assist in such circumstances:

- First contact the teacher involved
- Others who may help you sort out a problem include the Principal and Assistant Principals.

Where possible parents should make an appointment to come to school, make a telephone call or write a letter. Confidentiality between parents and school will be maintained.

DUTY OF CARE

In addition to classroom supervision, play areas are supervised by teachers who have duty of care. They cannot supervise children as closely as can be done in the classroom environment.

Children should use the adjacent road crossings on Stephen Terrace and Church Terrace. Teachers supervise each crossing before and after school. Trained student monitors assist at the Church Terrace crossing.

All teacher supervision finishes at 3.45 pm when the school bell is rung. Children not collected should report to the Office to ensure supervision. If parents cannot be contacted students will be taken to OSHC. Normal fees will apply on these occasions.

FEES

School fees are called 'materials and services charges' and have a legally enforceable component. Fees are set by Governing Council and help provide many of the extras that make Walkerville Primary a quality school. Fee accounts are sent home at the beginning of each school year, with early payment encouraged to enable the start of year purchases to be made.

The school is willing to negotiate individual payment arrangements in cases of financial difficulty. Families who meet School Card Scheme criteria can apply for assistance with fees and can obtain an application form from the front office. Information will be provided at the start each year.

FIRE/EVACUATION/LOCK DOWN PROCEDURES

Continuous bells and siren are used to signal the need to take action in the event of an emergency. Procedures are displayed at all room exits. The Assistant Principal and OHSW officer co-ordinate the twice-yearly evacuation/invacuation (Lock Down) drills.

LOST PROPERTY

Lost property is stored in a cupboard in the corridor of the old building. Children and parents are encouraged to check the cupboard for missing items. Named articles are sorted and returned to children via the classroom.

At the end of each term, unclaimed and un-named items will be recycled or donated to a charitable organisation. Prior to this a reminder will be published in the school newsletter.

PAYMENTS

Payments for educational excursions, events or performances are invoiced separately with relevant details. Payments must be made prior to the event and should be made between 8.30 and 9am each morning by depositing a completed payment envelope in the payment box located at the front office desk.

Payments must be accompanied by a signed consent form or invoice.

When a cash payment is made in person, a receipt is provided. All other receipts are distributed via the classroom.

Multiple payments may be made in one transaction by cheque, cash or credit card/EFTPOS. Cheques should be payable to "Walkerville Primary School" and be marked "Not Negotiable".

When required, change will be given to your child, but we cannot accept responsibility for its safe delivery to you.

Payment for private provider tuition should be made direct to the tutor concerned.

UNIFORM

All children are required to wear the school uniform with pride. Occasional breaches of the uniform code are understandable, with a diary note provided. Persistent non-compliance will be referred to the Principal or Assistant Principal for intervention.

The 'Uniform Code' is available on the school website under the 'Policies' link. Price lists are available from the office.

A school hat is required for all outside play during school hours from September 1 until May 31. Children without a hat are required to sit under a tree.

Twice each term, Student Representative Council holds 'Casual Days'. These support charitable organisations and are advertised in the school newsletter. A gold-coin donation is requested from children who wish to participate.

WEATHER CONDITIONS

Hot Weather Policy is explained on the website under 'policies'. A temperature forecast of 37C or greater will trigger the policy. Classrooms, yard play and sports events are impacted by the policy.

As most areas of the school are air-conditioned there is no policy to send children home early on these days. However, parents may request to collect their own child/ren from the classroom early during periods of extreme heat.

Wet Weather policy is also explained on the website under 'policies'. Teachers will supervise children in classrooms from 8.30 am on wet days and will buddy up for inside activities with another class at lunchtimes. Three rings of the bell indicates wet weather policy.

Road safety care is particularly important on days when children are dismissed during wet weather. All parents are urged to note the 'Road Safety Policy' on the website under 'policies'.

SECTION 4 - MEDICAL

AMBULANCE

In cases of serious accident or illness at school, an ambulance will be called. Parents are advised to ensure that they have ambulance cover for their children as cost will not be a consideration in the event of the above. It should be noted that this coverage should apply to all activities arranged by the school, including camps.

DENTAL CLINIC

Free treatment is available from the clinic which is situated at Magill Primary School, Adelaide St, Magill by telephoning 8333 0707. All arrangements are parent responsibility.

EMERGENCY CONTACTS

Parents are asked to complete an enrolment form and regularly update a medical/emergency contact form.

FIRST AID

A School Service Officer provides first aid assistance between 8.30am and 3.40pm, including recess and lunch times. Injured children must first approach the duty teacher, who will conduct a risk assessment, before going to the office.

Teachers on yard duty carry a basic first aid kit for minor injuries or emergency.

HATS

All children are required to wear broad-brimmed or legionnaires style hats at recess, lunch times and in outdoor lessons from September 1 until May 31 as part of the 'SunSmart Policy'. Children who do not have a suitable hat will remain under the peppercorn trees at recess and lunch periods. School hats of both varieties are available for purchase from the office or uniform shop.

INFECTIOUS DISEASES

Parents are required to contact the class teacher and/or office in cases where children contact communicable diseases. Children who are ill with an infectious disease must not attend school until they have fully recovered.

DECD provides the school with a list of infectious diseases and the minimum exclusion periods and treatments. This information will be shared with appropriate families.

ILLNESS

In the event of minor accidents or illnesses, children will be cared for at the office where the first aid room is situated.

Children who are hurt or significantly unwell and cannot return to class, must be taken home by a parent or their delegate. The school will act in the child's interest if no contact is available.

MEDICAL ACTION PLANS

A display of photographs of children with specific and significant medical problems is displayed for staff. The child's medical condition and required actions are summarised. Parents are asked to notify the school of such medical problems. Consent will be sought before this information is displayed.

MEDICATION

Staff members do not accept responsibility for administering medication to students. This responsibility remains that of the parents or caregivers. However, older students can administer their own medication, including 'puffers', under the supervision of staff.

The staff will assist children when appropriate and supervise medications.

Medication sent to school must be in its original packaging and be accompanied by a parent note outlining the dosage and frequency. The child's name and class must also be on the packaging. Such medication will be stored in the office area and sent back home at the end of the school term. Any other special arrangements must be negotiated with senior staff.

NEWSLETTER

This is a vital form of communication between the school and parents. Information concerning educational issues, coming events, meeting dates, as well as class contributions and school achievements is included. Please expect to receive a copy every 'odd' Thursday (fortnightly) via the youngest child in your family at school.

SECTION 5 – CLASSROOM**ASSESSMENT & REPORTING**

Parents will receive regular information about class programs and student attainment. Teachers use a variety of methods to assess children's learning and the effectiveness of their program, including regular testing of skills, anecdotal comments about outcomes achieved, observation of skill and attitude development and difficulties encountered.

Confidential information is also kept in student record files in the front office and may include learning plans and psychological testing information. Information about assessment is confidential between parents and approved school personnel.

DECD requires that schools report in writing to parents twice each year. Additionally the school offers an information evening and two formal interview opportunities. Individual meetings between teachers and parents are also encouraged whenever there is a specific need. These can be initiated by either party.

Reporting Schedule

Acquaintance Evening	Term 1 wk 3
Parent/Teacher Interview	Term 1 wk 9
Mid Year Written Report	Term 2 wk 10
Parent/Teacher Interview	Term 3 wk 9
End Year Written Report	Term 4 wk 9

Parents will also receive information about their child's achievement in the NAPLAN Literacy and Numeracy test for years 3, 5 and 7 that are conducted in May each year, as well as the UniNSW English and Maths tests for years 4,6 and 7 conducted in Term 3.

BUDDY CLASSES

The linking of older and younger students through our Buddy Class system provides positive learning opportunities for all students involved and reinforces our school value of cooperation. Classes will 'buddy up' with a class of a very different year level for at least one lesson each fortnight. Activities range from joint class work to co-involvement on excursions.

Care is taken by teachers to use this time prudently so as not to impact negatively on the curriculum demands of either class.

CLASS BEHAVIOUR CODE

Parents are requested to read this section in conjunction with 'Section 7 – Behaviour Code' information in this handbook. The Behaviour Code should be interpreted in the context of a success-oriented environment that

embeds the school values. Teachers are expected to embed the school values across the curriculum.

The School Behaviour Code requires that classroom teachers negotiate a local code of class rules and consequences that emphasise a logical and consequential step system. The code outlines the playground and classroom behaviour expectations and consequence system. Early in the school year, each class develops a negotiated set of class rules that are few in number, clear, framed positively and reasonable.

A typical example of a classroom step system is:

- | | |
|--------|--|
| Step 1 | Reminder |
| Step 2 | Class time-out
(usually for 10 minutes) |
| Step 3 | Removal to buddy class
(for about 20 minutes) |
| Step 4 | Office time-out
(parents receive an office notice) |
| Step 5 | Suspension/exclusion
(in accordance with DECD policy) |

The "step system" begins at Step 1 each day, however, any teacher has the right to send children to the office and skip steps if they deem that the situation demands such action. Details of procedures as they apply to each class will be communicated to parents at the Parent Acquaintance Night. Information about the positive consequences of appropriate behaviour will also be given by the class teacher.

HOMEWORK

Homework can help children develop good life-long study habits and show parents what is happening at school. A positive homework regimen can teach children to utilise time effectively, reinforce work done in the classroom, assist students in revision/learning of work and assist in addressing the transition between primary and secondary school. Homework is work to be done at home and may be: spelling lists, projects, practising, contract work, researching, completing tasks. It is presumed that regular nightly reading should be part of every child's less formal homework.

Homework- guideline to nightly time allocations

Year 6&7 60 minutes

Year 4&5 45 minutes

Year 3 30 minutes

Rec - year 2 set largely informal tasks

It is the professional responsibility of teachers to establish and communicate their interpretation of the homework guideline to parents at Acquaintance Night. Sensitivity will be shown to objections from parents regarding the amount of homework expected.

Homework details should be recorded in the diary or communication book.

Homework- shared expectations

Teachers will ensure that there is suitable homework that supports classroom learning, supervise diary entries and respond to homework completed.

Parents will support students in their completion of homework and supervise use of the diary.

Students will ensure that required homework is completed and use the diary in years 3 – 7.

RESOURCE CENTRE

The school has a very well-resourced Resource Centre that caters for all students. The Resource Centre is open before school and lunch times on most days for leisure use. Class groups have a rostered time for exclusive use.

The material in the Resource Centre is available for borrowing to children, staff and parents. There is a wide selection of picture fiction, novels, magazines and non-fiction books available. Children can borrow up to three books for two weeks. Once an item becomes overdue, children are no longer able to borrow. This restriction remains in place until the item is returned. Overdue notices are forwarded to the parents via the children. If the item is lost or damaged, then an account will be forwarded to the parents requesting replacement costs. Students are encouraged and taught from the time they start school to be independent and responsible users of the Library.

REQUESTS FOR PLACEMENT

The Principal is responsible for making decisions about the number and structure of classes for the forthcoming year. The staff Personnel Advisory Committee and Governing Council will be kept informed.

Current class teachers prepare a draft of the next year's classes, taking into consideration the academic, social, emotional and physical needs of individual children. Decisions are made to establish balanced, equitable class groups with the potential to work well together.

Parents are invited to write to the Principal in early term 4 to outline any special needs affecting class placement for their children. These requests are considered when classes are constructed and finalised. However, the ultimate decision rests with the Principal.

Parents and children will be informed of class placements, with children visiting their new classroom in the last week of term 4.

SECTION 6 – EXTRA CURRICULAR

BUS TRAVEL

Governing Council promotes the use of private bus contractors for educational travel. Bus companies that provide buses with seat belts for all children will be engaged as first priority. If these are not available, then other buses may be engaged. The use of public transport and private cars should only be used after approval by the principal. When private motor vehicles are used, the consent of parents must be given and only registered vehicles with sufficient seatbelts for all passengers are to be used. The driver must have a full license.

CAMPS

The 'School Camps Policy' is available on the school website under 'Policies'. Camps usually involve an overnight stay and the nature of the camp is tailored to

the maturity of the children involved. Parents will be provided with consent forms and information about proposed camps. Children with individual, personal or medical requirements are encouraged to participate.

PERFORMANCES & EXCURSIONS

These activities are valuable in the educational program and provide first hand experience and shared learning. The experiences reinforce and relate to activities in the classroom.

Performances are arranged for the whole school, particular year levels or individuals. Class excursions may include full or part day visits. The children participate in activities prior to and following the excursion to increase their learning from this shared experience.

SPORTS DAY

Sports Day is normally held in April of each year. Children are placed in house teams for the duration of their time at school and compete for the Sports Day Shield. Children in the same family are placed in the same house.

There are four Houses:

Stephen Green	
Church	Blue
Warwick Yellow	
Clark	Red

These are the names of the streets which border our school.

Sports Day has both a participation tabloid schedule and championship events.

SPORTING TEAMS

Walkerville has a proud tradition of being a school that values sport. Fitness, skill development and sport education lessons are undertaken in our Physical Education program.

Opportunities also exist for children to be involved in a wide variety of out-of-school sporting activities. The variety is generally limited only by the availability of suitable coaches or managers. These sporting activities are organised and managed by parents and staff members. Assistance in the areas of coaching and transport is necessary and parent support is greatly appreciated.

It is the policy of sporting bodies at school to:

- ensure that all children have the opportunity to participate and enjoy sport
- emphasise the development of skills and not winning at all costs.

Children are, at all times, expected to cooperate and support team coaches and managers. The Principal or an Assistant Principal should be contacted in instances where this does not occur. Information about sporting activities is sent home in a special Green Newsletter twice a year.

SECTION 7 - STUDENT SUPPORT

BEHAVIOUR CODE

The management of children's behaviour will be done with an orientation towards success. Program Achieve is a school program that has as its basis the five pillars of getting along, organisation, persistence, resilience and confidence. These values will be modelled within the Behaviour Code.

All members of the school community have the right to enjoy a safe environment, free from harassment. Co-operation and positive interaction are encouraged. People are valued and property is respected.

Responsible Behaviour

Students model responsible behaviours when they -

- follow reasonable instructions from staff
- remain on task in the classroom
- care about the safety & feelings of others
- care for school and personal property
- play positively in the correct yard areas

Students who model responsible behaviour help to develop a positive school culture. Staff will support this positive culture through praising efforts and presenting acknowledgement awards at assemblies.

Irresponsible Behaviour

The consequences for irresponsible behaviour are at two levels -

1. Inappropriate behaviour is minor in nature, eg littering. The consequences will involve counselling, sit-out or logical consequence.
2. Unacceptable behaviour is more serious in nature, eg fighting. The consequences will involve removal, 'white slip' and subsequent time-out session supervised in the hall.

The 'Behaviour Code' is available on the school's website under 'Policies'. Serious or repeated non-compliance with the Behaviour Code may lead to escalated steps of removal, suspension or exclusion. The Principal and the parents will be involved in any suspension or exclusion.

The Behaviour Code will be administered fairly and consistently. Parents may seek clarification from the staff involved.

OUT OF SCHOOL HOURS CARE

OSHC provides a safe, caring environment for children of school age whose parents require this facility. The Out of School Hours Care Program [OSHC] is managed by a committee and a Director who are responsible to the sponsoring body, Governing Council. Fees apply, with government fee relief available in certain circumstances.

- Before School Care operates 7.15 - 8.30 am
- After School Care operates 3.25 - 6 pm
- Vacation Care operates as advertised.

Detailed information is available from OSHC.

SPECIAL NEEDS

The school has limited access to the services of Speech Pathologists, Social Workers, Guidance Officers and other Special Education resource teachers. Parents and

teachers can request support through the Student Review Team. Where additional support is considered necessary, a blue screening form will be completed and parents will be consulted. Every effort will be made to provide the support considered necessary for children.

SPECIALIST TUTORS

Walkerville Primary School is host to a number of programs which operate during normal school hours.

The programs are generally “user pay” and include tutors for:

- musical instrument tuition
- speech and drama lessons

The programs operate as a private agreement between the tutor and the parents. Both parties should ensure that appropriate conditions are agreed upon, and that suitable communication, student assessment strategies and other details are properly understood.

Tutors in these programs are on contract to the school and pay a small levy for the use of facilities. They are subject to school expectations and are required to carry public liability insurance.

The number and type of private provider programs which operate each year will depend upon school priorities, available tutors and suitable accommodation.

Children are limited to a maximum of two tutored activities at any one time, unless specific approval has been given by the Principal. This is to ensure that the class educational program is not disrupted.

Whilst teachers show sensitivity in planning class activities, it is expected that private providers work around these. Parents should also accept that it is not always possible for teachers to ensure that work missed is “caught up”.

SECTION 8 - PARTICIPATION

PARENT PARTICIPATION

At Walkerville Primary School, we welcome parent involvement. The skills, talent and energy brought to the school by parents is a vital and valued resource for the school.

The aim is to develop a cooperative and positive partnership with the school community. These relationships reinforce student learning and support school effectiveness.

Parents work with staff and contribute to classroom activities in a variety of ways. The extent of involvement is determined by the class teacher. Assistance in school-wide functions such as the Resource Centre, reading groups, excursions and electives are appreciated.

FORMAL COMMITTEES

Governing Council

Governing Council meets Mondays of weeks 4 and 8 each term. The voting Governing Council consists of

eight elected parents, the Principal, one nominee from Parent Association and two staff representatives. Sub-committees include education, fundraising, finance, grounds, uniform, OSHC & sport. The sub-committees have parent and staff representation, and make recommendations to Governing Council for discussion and decision.

Parents are welcome to nominate for Governing Council or one of the sub-committees via the school newsletter.

The role of the Governing Council is to exercise governance and an oversight of the well-being of the school. This includes the determining of broad decision making in collaboration with the principal. This can include the educational needs of the local community; improvements to the buildings, grounds and equipment of the school; the use of public money and other functions outlined in the Education Act and the DECD Administrative Instructions and Guidelines [Section 5]. The Governing Council is a liaison between parents and school staff and, as such, welcomes parent involvement.

Friends of Walkerville Primary School

The Friends of Walkerville Primary School group consists of parents representing each class, who attend the Friends of Walkerville Primary School (Friends of Walky) AGM. It is also open to all other school community members and “friends of Walkerville Primary School”. The Friends of Walkerville Primary School group aims to provide a welfare and support role to students, parents and teachers as well as raising money for the school. One member of Friends of Walkerville is elected to Governing Council and acts as a liaison with Governing Council. Meetings are held twice per term in the staff room.

Student Representative Council

The SRC gives a student voice to school improvement issues and regular class meetings are held to generate items for discussion and decision.

Student Representative Councillors are elected for two terms by their class with the Year 3-7 representatives forming the SRC. Representatives from reception - Year 2 classes may attend as observers.

One staff member acts as co-ordinator of the SRC that meets fortnightly on Wednesdays at 11.30am. Representatives chair the class meetings to communicate issues to and from SRC.