Information Handbook

Years: Reception to 6

22 Mine Street, Port Wakefield SA 5550 Phone 8867 1012

Email: dl.0366.info@schools.sa.edu.au Website: www.portwakefieldps.sa.edu.au

Keep this in a handy location should you need to refer to it.

Dear Families,

Welcome to the 2021 school year at Port Wakefield Primary School. On behalf of all school staff, I would like to welcome you to the school and hope you enjoy your time with us.
We welcome all families to join us at all school events.

This year our fantastic teaching staff are:

- R/3 – Mrs. Nikki Trewin
- Years 4/5/6 – Ms. Tracey McGrath
- NIT– Mr. Bob Ellis teaching Science JP & UP classes, HASS – MP class Health & PE – Whole School

No school runs successfully without SSO's to support our wonderful teachers.
This year our awesome SSO's are:

- Ms. Lynne Pycroft – Front Office and Finance
- Mrs. Lauren Wilson. Miss Taylah Pratt and Ms. Lisa Griffiths will be supporting teachers and students in class learning programs.

We will continue this year with learning Spanish online.

Family engagement with their child's school is a key indicator for success at school and later in life. We look forward to working in partnership with every child's family to improve their learning.
Please speak to the teachers or myself whenever the need arises. You have the most knowledge about your child and any information you can share, which supports their learning, helps them to achieve their personal best.

Kind Regards,
Peter Mitchinson
Principal

Contents

Purpose Statement

School Values

Daily School Information

- School Time Table
- Parent Visiting, Early Departures & Late Arrivals
- Health Care Plans
- Absences
- Illnesses & Injuries at School
- Bicycles and other wheeled items
- Mutual Exchange – Personal Belongings

Student Matters

- Admission to School
- Camps & Excursions
- Children's Progress Reports
- Dental
- Head lice
- Homework
- Lost Property
- Lunches / Recess
- Medication
- SRC
- Student Development
- Swimming
- Transition Programmes

School Matters

- School Card / School Fees
- School Newsletter
- Policies
- Volunteering
- School Uniform
- Hot Weather
- Governing Council
- Parent Club

Port Wakefield Primary School

Our Vision:

Port Wakefield Primary School empowers its community to be positive, courageous and dynamic learners.

Our Purpose:

To enable all students to reach their potential in a stimulating and safe learning environment.

High quality teaching and community involvement optimises learning.

Our Guiding Principles:

- **All teachers have a vision for improving student learning outcomes**
- **Teachers are dedicated to building quality pedagogy (teaching) sustained by high expectations**
- **The class and school learning environments are safe, supportive and productive**
- **A range of student data is analysed by staff to inform planning, programming and achievement goals**
- **Intervention is provided to students identified through data analysis.**
- **Leadership capacity is strengthened through professional learning.**

Teaching and Learning Education

Port Wakefield Primary School staff is committed to improving learning outcomes and support the well-being of all students through Professional Learning.

- To review, reflect and monitor student engagement in learning tasks.
- Through further use of, and interaction with the Teaching for Effective Learning Framework (TfEL), Learning Designs and the National Professional Standards for Teachers, staff to review and reflect on their teaching.
- Performance Development meetings and de privatisation of practices through Professional Observation of Teaching will enhance our reflections and improve our practices.
- A continual focus on the whole school effectiveness of the implemented Australian Curriculum in English, Maths, Science, History, Geography, Humanities and Social Sciences and The Arts.
- Familiarisation of the Australian Curriculum in Health & P.E., Technologies through using Professional Learning Communities, Professional Development and working in our partnership group.

PORT WAKEFIELD PRIMARY SCHOOL - VALUES

Respect

Respect at Port Wakefield Primary School means using manners, positive body language, friendly and cooperative with all members of the school community.

Respect at Port Wakefield Primary School means learning, appreciating and accepting difference.

Respect at Port Wakefield Primary School means valuing other people's property, ideas and opinions.

Learning

Learning at Port Wakefield Primary School means students are actively engaged in their education. This is achieved by goal setting, self motivation and a strong sense of achievement.

Teamwork

Teamwork at Port Wakefield Primary School means getting along, encouraging others through effective communication and feeling valued.

Teamwork at Port Wakefield Primary School means developing a sense of connectedness with the school community.

Honesty

Honesty at Port Wakefield Primary School means supporting other people, being trustworthy and truthful. It means being a responsible and reliable member of our school community.

School Timetable

8.30: School Open - Teacher on duty.
8.45: Learning time.
10.55: Recess.
11.20: Learning time.
1.00: Lunch.
1.30: Learning time.
3.00: Dismissal.

Please note:
As a teacher is on yard duty from 8.30 am children are *not* to arrive before this time.
A teacher will be on duty in the afternoon to ensure all students have either; left the school grounds, or their parents/caregivers have arrived to collect them. Once this has happened, supervision of the children becomes the parents' responsibility.

Subject to School Council approval, children will be dismissed at 2.00pm on Easter Thursday.
School will finish at 2:00pm on the last day of each term.

The school has a duty of care to ensure the safety of your child. If someone collecting them from school, are not listed on the Emergency contacts form, please, either; phone the school or write a diary note.

Following discussion and support from the Governing Council, we ask that parents drop students at their classrooms and leave the learning environment by 8.45am in the morning and wait outside classrooms for students to be dismissed at 3.00pm. Exceptions to this request include parent volunteers, early pickup, urgent pressing necessity or prior arrangement. This can be arranged prior to arrival by phone call or diary note.

Parent Visiting, Early Departures & Late Arrivals

Where students arrive late or will be departing early from school, they are required to report to the front office. Students will be given a yellow slip from the front office and this is to be given to the class teacher when entering the classroom.

For safety reasons, all parents, caregivers and visitors to the school must sign in and out of the front office.

Health Care Plans

Children who suffer from a medical condition and/or needs treatment, e.g. Asthma, parents are required to supply the school with a Health Care Plan and Medication Form (if required) from their doctor.

Students who require medication during camps, excursions and term time swimming must ensure that they it bring along otherwise the child will be unable to take part in the activity.

Absences

It is important that parents / caregivers advise the school of all student absences. If a student is absent parents may choose to write a note in their child's diary / communication book or phone the school on 8867 1012.

For absence of three days or more, a Doctor's Certificate is required.

Family holidays or extended absences – an Exemption Form needs to be completed and signed by the Principal. These are available from the Front Office.

Avoidable Absences - If your child requires a haircut, going shopping for clothes etc. can you please arrange their appointments for after school hours or the weekend as it is really important for their learning that they attend school every day unless they are ill.

Outreach SMS Messaging Program

The school uses a SMS messaging system allowing better communications between the school and families. The “Outreach” system is web based, where families can be contacted via SMS text messaging regarding absences. We ask families to ensure they have supplied the school with their up-to-date/correct mobile phone details. All personal family details are secure on the school’s database and are not passed onto the company MGM.Wireless who are providing the program.

Illness Or Injuries At School

When a child is *obviously* unwell or injured, parents will be notified via phone.

Children will be stationed in the front office until they are able to be picked up. Injuries that occur at school are generally minor and first aid is administered.

Students will be given a pink slip, issued by the staff member providing first aid with the details of the injury.

Injuries that required medical attention will be referred to the local hospital and parents / caregivers be advised.

In instances where a parent cannot be contacted, the appropriate person on the Emergency Home Contact Form will be telephoned.

Bicycles & Other Wheeled Items

For safety reasons students who ride their bicycles, skateboards, scooters and other rideable forms must dismount and walk into the school yard before parking them at the bike rack. Riding of any form is not permitted in the school yard at any time, even outside school hours.

Mutual Exchange – Personal Belongings

As a part of teaching students to be responsible for their belongings, Port Wakefield Primary School uses Mutual Exchange.

An example of this is, the child leaves their hat at home and want to play in the yard. The teacher will loan them a hat, in exchange for something of value from the child, e.g. their pencil case. When the hat is returned in the same condition it was borrowed in, the pencil case is returned to the student. The item to be exchanged is negotiated between the student and teacher.

Admission to School

Reception Students.

Children born from 1 January to 30 April – will start school Term 1 in the year they turn 5.
Children born from 1 May to 31 December – will start school Term 1 in the year after they turn 5.

- *There will be changes to this Admission Policy in the future from 2024.*

Flexibility Within The Policy.

In exceptional cases, the length of time that particular children will spend in Junior Primary classes may be varied through discussions between the parents and Principal. This might apply to children who have begun school with social, emotional, physical or intellectual needs.

Early Dismissal Of Five Year Old Students.

The dismissal of five year olds one hour before normal dismissal time will be at the request of the individual parent rather than being standard procedure for the school. Individual parents may negotiate with the Principal and the Class Teacher for this provision to be made.

Camps & Excursions

During the year the school will hold a camp and/or excursions. Notes and forms regarding these along with important information will be sent home via students or can be emailed. There may be costs associated with excursions and camps.

Children's Progress Reports

The Department have reporting to parent requirements, which; the school meets.
The formal reporting procedures are:

Term 1:	Interviews.	Term 3:	Interviews.
Term 2:	Written report.	Term 4:	Written report.

We realise there are other times parents may wish to discuss concerns with their child's teacher. We encourage all parents to make contact with the school as soon as concerns arise, so they can be resolved quickly. Please book a suitable time with your child's teacher. This will most likely be after school.

Children in years three, five and seven undertake the National Assessment Program Literacy and Numeracy Test (NAPLAN) during the year. Children in year 1-6 complete PAT Reading Comprehension and Maths at the end of term 3.
Year 1 students complete a phonics screen to assess the sounds they know.

Dental

Appointments for students can be made by contacting the SA School Dental Service.
Parents may choose to take their child to the school dental clinic in Wallaroo, Clare or Gawler.

There are no out of pocket costs for kids who:

- Haven't started school.

Or are covered by:

- The Child Dental Benefits Schedule (Medicare)
- A Pensioner Concession Card
- A Health Care Card
- A School Card Scheme

For children not covered by ony of the above, it will cost $50.00 for dental services provided in a calendar year.

Any dental emergencies treated at a clinic between check-ups are also covered by this fee.

Child Dental Benefits Schedule (CDBS)

We see children who are eligible for CDBS.

Children can access up to $1,026 for basic dental services over two calendar years.

The Commonwealth Child Dental Benefits Schedule offers assistance for dental treatment for children who are covered by the Scheme (receive Family Tax Benefit A).

General dental care is covered by CDBS, however orthodontic treatment may incur additional fees.

Telephone Numbers:

Wallaroo:	7117 4492	Clare:	8842 2288	Gawler:	7485 4269

For more information please visit the sahealth.sa.gov.au website and search for school dental services.

Head Lice

All cases of head lice should be reported to the school. Confidentiality will be ensured, whist informing families that there has been a case of head lice reported. This gives all families the opportunity to check their child's hair and treat as necessary.

We ask parents / caregivers to be vigilant on checking your child/ren's hair when there is an outbreak as well as regular checks, when there is not an outbreak.

Homework

The school has no current homework policy. Each teacher is free to develop their own procedure on homework within Department for Education guidelines.

Lost Property

A lost property box is kept in the office. We endeavour to return lost property to their rightful owner. This is made easier when items of clothing are clearly marked with the child's name.

Lunches / Recess

Where children go home for lunch a note or verbal communication from parents is required at the beginning of the year or when the occasional trip home occurs.
At all other times students are not allowed to leave the school grounds once they have entered.

Hot water will not be given to children who bring 2-minute/cup of noodles to school. This is due to safety reasons.

We encourage families not to send food that needs to be heated. If you wish for your child to have a hot meal at lunch times, please bring it in pre-heated. Due to safety reasons, heating of food will not occur.

Medication – Administering

Medication is not administered by staff unless a Health Care Plan or a Medication Authority Form is signed by a registered medical practioner and presented to the school. All medication must be held in the front office, unless instructed by the doctor (this must be included on the Health Care/Medication Authority plan).

The school also has forms that you can take to the doctor. These are available from Lynne in the front office.

Student Representative Council

At the beginning of the school year, each class votes for their Student Representative Council (SRC) members.

Students elected are required to attend meetings and help run the events organised by the SRC.

Student Development

The school encourages students to take full responsibility for their behaviour.

Each class discusses and forms rules and consequences each year, which match our school values.

The students are involved in the development of class and yard rules and consequences.

All consequences will be based on the individual situation. Issues will be dealt with by Classroom Teachers and will be referred to the Principal, if the teachers require support or no solution can be made.

Copies of all class and yard rules will be displayed in rooms and published in staff handbooks.

Swimming Programme

R-6 students are provided with swimming lessons at the beginning or the end of the school year. Students and staff travel by bus over to Balaklava Swimming Pool.

The costs for the pool and bus hire are met by the school.

A swimming and aquatics consent form is sent home with a time table and must be returned to school for students to participate.

Transition Programmes

During the year Port Wakefield PS works together with the Port Wakefield Kindy to run a transition programme.

A kindy transition program is arranged and run each year.

The Year 6 students are involved with transition days to Balaklava High School towards the end of the year.

Students travel by bus to High School from Port Wakefield.
When the Year 6 students are transitioning at Balaklava High School all Primary School students have two days of visiting their new classes if they are moving classrooms.

Exemption To Remain In Primary School

By default, all year 7s will go to high school or area school from 2022.
Parents won't be asked to make a choice about whether to keep their child in primary school or send them to high school – it's assumed all year 7s will go.

During the transition period, parents at eligible primary schools can seek a 'by exception' exemption from the principal to keep their year 7 child in primary school for a transition period, where special circumstances exist.
The guidance for parents outlines how parents can apply for an exemption to their primary school principal. The principal has delegated authority during the transitional period to approve a student remaining in primary school for year 7.

Parents will need to apply for an exemption when their child is in year 6. Exemptions are expected to be finalised in week 4 of term 2 in the year a parents applies for one.
This is a firm cut-off date so schools can plan and parents will be unable to apply for an exemption after this date. ***If your child is in year 7 in 2024, your application must be approved by Friday 26 May 2023.***

School Card Scheme / School Fees – Materials And Services Charge

The scheme, administered by Department for Education, is a means tested scheme to provide assistance for low-income families towards the cost of school books and other school charges.

To apply for School Card, families can speak with Lynne at the front office or apply online and complete the relevant form.

Parents who do not hold one of the relevant cards are able to obtain a form applicable to their need from the school and make a direct application to the department. Forms are also available off the **www.sa.gov.au** website

Parents are encouraged to contact the Finance/Administration Officer if they have any queries about the scheme, or any issue regarding the Material and Services Charge (school fees).

Families are able to pay their school fees by direct credit into the school's bank account. We encourage those who use internet banking to take advantage of this service. If you would like to enquire about this service, contact Lynne at the front office. Details of the school's bank account are at the bottom the Materials and Services Charge invoice.

School Newsletter

School newsletters are sent home every three weeks – via email unless advised otherwise.

When the need arises an additional newsletter is published. It is an important form of communication between the school and families, and should be read carefully so notices and information about school events are not missed.

Children will, from time to time, bring home notes for special reasons or events. Depending on the individual teacher's preference classroom newsletters may also be published.

Policies

The school has a number of policies implemented that ensure the safety of students, teachers, families and visitors. They include the following,

- *Whole School Grievance and Relationship Guidelines*
- *Anti-Harassment Policy*
- *Behaviour Development Procedures*
- *Anti-Bullying Policy*
- *Keeping Safe: Child Protection Curriculum*
- *Decision Making Policy*
- *SunSmart Policy*
- *Hot Weather Policy*
- *Dress Code Policy*

Please refer to these policies at the end of the booklet if you have any concerns.

Volunteering In Schools

Volunteers can come from all walks of life. You might be just who we need if you:

- are compassionate and kind
- care about children
- want to help young people feel confident and grow
- enjoy helping others.

If you feel you have different skills, expertise and knowledge to offer, get in contact with Lynne in the Front Office if you want to help. It's never too late to start. No matter who you are or where you're from, it's all about wanting to help out. There are some expectations that our department has for our volunteers. Our staff will guide you through what's involved.

School Uniform / Dress Code Policy

School uniform is *essential* at Port Wakefield. School windcheaters, polo shirts, shorts, tracksuit pants, are available from the Front Office.

The school has a sun safe policy, which encourages the wearing of a hat all year round. If students do not have their hat, they can use mutual exchange to borrow one, otherwise they need to remain under building shade during play time.

All students new to the school receive a free bucket hat on enrolment. We encourage students to leave their hat in their class trays.

NOTE:
The wearing of thongs, surf sandals and strappy sandals are not acceptable due to the possibility of injury to feet during school activities.

Sneakers are probably the best option for students participating in an active primary education. In hot weather, students can also wear a leather style sandal.

Hot Weather

The school will not close early on days of extreme heat and will follow the school's Hot Weather Policy. Students are expected to attend school on these days. Classrooms are air-conditioned and teachers are able to vary lessons during hot conditions.

In cases of power failure it is strongly advised to collect students from school as the wooden classrooms quickly become very hot. The school will advise parents or caregivers by phone.

Governing Council

The Port Wakefield School Governing Council is committee run with school parents / members from Port Wakefield PS.

Meetings are held on the third week of the month. The day and time is negotiated with members of the council. The Annual General Meeting will be advertised in due course for 2023.
The role of Governing Council is to represent the educational needs of the local community and to advise the Principal on these matters. The Governing Council advises on any need to improve areas of the school.

Parent Club

The Port Wakefield School Parent Club meet during the School Governing Council meeting. Meetings have been included during this time due to the inability of parents available during the day.

The Parent Club provides an opportunity for parents and other persons of the school community to meet regularly to express and develop an interest in education.

We provide a regular link between parents, teachers and students of the school and the kindy.

We aim to:-
- develop and maintain an interest in the welfare of children.
- to work in co-operation with the teachers.
- to assist in providing resources.

Lunch days are a popular event for the children. These are held regularly by the Parent Club throughout the year. We also help with excursions, sports days and Christmas activities.

Please feel free to join us at our regular meetings.

Port Wakefield Primary School

Whole School Policies

Port Wakefield Primary School
Behaviour Development Procedures

Learning Respect Honesty Teamwork

Each class discusses and forms rules and consequences each year which match our school values. The students are involved in the development of class and yard rules and consequences. All consequences will be based on the individual situation. They will be negotiated between staff, students and if necessary caregivers. Issues will be dealt with by Classroom Teachers and will be referred to the Principal if the teachers require support or no solution can be made. Copies of all class and yard rules will be displayed in rooms and the school values will be published in parent, staff and student handbooks.

General school exit procedures

1. Warning (Reminder)
2. Remove from situation (class, buddy class or yellow dot Time Out)
3. Office
4. Take Home
5. Internal suspension or suspension
6. Exclusion or expulsion as per departmental policy

Steps may be skipped if the safety of others is seriously threatened or for repeated offences.

All incidents involving discipline from steps 3-6 will have a yellow Behaviour Development Slip filled out and recorded on the students EDSAS profile, step 2 incidents will be at the teacher's discretion.

EDSAS codes are:

1. Threatened violence
2. Threatened good order
3. Threatened safety or well being
4. Acted illegally
5. Interfered with the right of others
6. Persistent and wilful inattention

Please note schools are required to report against the number of such incidents recorded, school wide.

Student Development Plan

If a student has behaviour problems, a student development plan may be developed. A student development plan will be negotiated between school staff, the student, caregivers and if necessary DfE interagency personnel. Plans will form the basis of a behavioural change program, and it clearly outlines the responsibility of the student and the part played by the student, the school and caregivers in helping the student become more successful at school.

School procedure flow chart

1. Student (s)/Teachers
2. Student/Teacher/Principal
3. Student/Teacher/Principal/Caregiver
4. Student/Teacher/Principal/Caregiver/Dept. for Education Interagency

Port Wakefield Primary School
Anti-Bullying Policy

For the whole school community staff, students and parents.
We value working in a physically and emotionally safe environment

Learning Respect Honesty Teamwork

The school will provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently.
Bullying, harassment and violence are hurtful and destructive. Physical bullying *can be seen*. Cyber bullying happens *behind the screens*. Bullying, harassment and violence continue to be issues of concern for staff, students and their parents/guardians.
The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

Aim:
To ensure a bullying-free environment for all members of the school community.

Objectives:
- Develop positive relationships **between all members of the school community.**
- Use socially just practices
- Develop success oriented classrooms and yards
- Practise peaceful conflict resolution
- Teach the school community skills to prevent and/or respond appropriately to harassment & bullying including Anti-Bullying Policy.

Definitions
Bullying: is an **ongoing misuse of power** in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons. Bullying can happen in person or online and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Harassment: is behaviour that offends, humiliates, intimidates or creates a hostile environment by targeting an individual or group due to their: identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability.
Harassment may be an ongoing pattern of behaviour or a single act, directed towards an individual or group. Harassment may be intentional or unintentional and use specific words or actions that offend and distress another person.
Harassment may be regarded as minor or harmless by some, but has the potential to cause significant harm to individuals or groups affected or targeted.

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

Violence and harassment can occur as part of bullying, but can also occur in one-off conflicts or between strangers.

Discrimination: is treating, or proposing to treat, someone unfavourably than another person or group because of their background or certain personal characteristics.

Aggressor: refers to the student who engages in bullying behaviour. We avoid the word 'bully' as it is believed most, if not all, people bully at some stage in their lives. To label a child as a 'bully' is unfair. Young people may engage in bullying behaviour, but especially while they are young, they deserve the opportunity to learn social and emotional skills and make a choice to change their ways.

Target: refers to the person being bullied. It is more empowering for the young person to think of it in terms of being a target, as opposed to being a 'victim'.

Bystanders: a witness who sees or knows about bullying happening to someone else. Bystanders usually fall into one of the four groups

Reinforcer – behaviours include laughing, cheering and encouraging
Assistant – behaviours include actively helping, such as blocking exits
Outsider – behaviours include silent observation that could be interpreted as approval
Upstander – behaviours include active support of the person being affected by bullying behaviours. They take action or stand up when they witness someone being affected by bullying behaviour.

Types of bullying behaviour

PHYSICAL: Pushing, letters, drawings, touching, invasion of personal space, taking/damaging possessions. Extortion: demanding money for food or favours.

VERBAL: Comments/gestures, nicknames, put downs, name calling, laughing, threats, slander. Spreading rumours

SEXUAL: Deliberate and repeated touching, fondling or physical contact, smutty jokes or comments, provocative or insulting remarks, leering and ogling, persistent questioning about someone's private life.

RACIAL: Racist comments, religious comments, picking on people because of their race or religion, ridicule, name calling, put downs, physical violence.

EMOTIONAL: Snubbing, ganging up, ignoring, putting down, deliberately excluding a person (can also be part of all areas above.)

CYBER BULLYING; such as sending offensive text, emails videos or comments via the internet and mobile phones and electronic media, can also be part of all areas above.

Reporting bullying behaviour at Port Wakefield Primary School

Responsibilities of the principal, staff, students, parents

Who	Responsibilities
Principal	• Handle major bullying behaviours • Support staff as required with handling of bullying behaviours • Collate and disseminate data from Bullying Audit to class teachers in week 8, each term, Governing Council and newsletter • Meet with students, named by three or more students in the Bullying Audit, after interviews have been conducted. Anti-Bullying Pledge is to be agreed upon and signed by student, parents, class teacher and principal. • Letter is sent home in week 7 to students who have been affected by bullying behaviour, after interviews have been conducted
Staff	• Document notifications of bullying behaviour • Decide on the appropriate 'Method of Intervention' for the situation • Follow up notifications • Inform principal of all incident/s • Follow up with parents, as required • Conduct Bullying Audits in week 5 of each term for all students • Conduct follow up interviews with students who have said 'Yes' to being bullied in the term, by the end of week 6, each term • Give surveys and follow up interviews to principal by end of week 6 each term
Students	• Understand what bullying is and is not • Inform staff as soon as possible, when bullying behaviour occurs • Fill out the Bullying Audit honestly • Be honest about their involvement in incident/s **As a bystander, if you see someone being affected by bullying behaviour you can:** • Tell the person bullying to stop. • Be a friend to the person being bullied. • Remove yourself and the person being bullied from where the bullying is happening. • Locate a student mentor and advise them • **Seek help.**
Parents	• Understand what bullying is and is not • Let staff deal with the situation/s **If your child is being affected by bullying behaviour:** • Encourage talking; it may be difficult but be patient. Let your child know it is ok to tell. • Try not to overreact, listen calmly and try to work out the facts. • Assure your child that it happens to most people at some time. That we all need to learn and respond to it, confront it and cope with it. • **Contact the school and work together** to resolve the problem within a reasonable time frame. ****** Using social media to discuss school issues is not acceptable and illegal. The Education Department and SAPOL may be contacted by the school for further action to be taken if deemed necessary. ***** **Explain to your child that physical or verbal retaliation is NOT the answer.**

	If your child is exhibiting bullying behaviour towards others: • Make it clear that bullying because of revenge, for annoyance or fun is unacceptable. • Help your child to understand the difference between assertive and aggressive behaviour. • Make it clear that hurting or distressing another person unable to defend him or herself, is a form of weakness on the bully's part. • Explore the possibility that the child is seeking attention and love. Are there home, community or school situations that are contributing to the bullying? Sensitive discussion may indicate that the person bullying may also be being bullied. • Explore the need for development of self-confidence. Acknowledge successes in other areas to counter this poor self-esteem. • **If your child is involved in bullying behaviour, he or she needs your confidence, understanding and support.** **Talk with your child's teacher and share ideas and experiences.**

Reporting Bullying Behaviour outside of the Bullying Audit times for students and parents

If incidents of bullying behaviour occur outside of the Bullying Audit times, it is important it is reported to the school so it can be followed up.

- Who to report to – Class teacher
- How to report – ask for a meeting
- When to report – as soon as you know about the incident/s

Signs of bullying

Each individual student who has been the target of, or is the aggressor will respond and act differently. A student's behaviours and moods can also change for a variety of reasons. However, the following are some signs that may indicate a student is the target of bullying behaviour:

Signs staff at school may notice:

- Becomes aggressive and unreasonable
- Starts getting into fights
- Refuses to talk about what is wrong
- School grades begin to fall.

Sometimes bullying behaviour can be less obvious. Signs can include:

- Student is often alone or excluded from friendship groups at school
- Student is a frequent target for teasing, mimicking or ridicule at school
- Change in the student's ability or willingness to speak up in class and appears insecure or frightened.

Signs a parent may report:

- Doesn't want to go to school
- Changes their method or route to school or are frightened of walking to school
- Changes in sleep patterns
- Changes in eating patterns
- Frequent tears, anger, mood swings
- Unexplained bruises, cuts, scratches
- Missing or damaged belongings or clothes
- Arriving home hungry.

Students who are more likely to be the target of bullying behaviour are also more likely to:

- Feel disconnected from school and not like school
- Lack quality friendships at school
- Display high levels of emotionality that indicate vulnerability and low levels of resilience
- Be less well accepted by peers, avoid conflict and be socially withdrawn
- Have low self-esteem
- Be relatively non-assertive
- Be different in some way.

A student who is the aggressor may:

- Repeatedly tease, imitate or make fun of the same targets
- Feel the need to dominate or control others
- Show no compassion for someone who's experiencing bullying
- Repeatedly exclude or ignore the same target
- Whisper behind the back of the target on a frequent basis.

Students who frequently are the aggressor are more likely to:

- Feel disconnected from school and dislike school
- Demonstrate good leadership skills
- Demonstrate good verbal skills and ability to talk themselves out of trouble.

Strategies for prevention, intervention and coping

We will prevent harassment and bullying behaviour through use of:

- Behaviour Development Structures, class/yard rules and Grievance Procedures
- A Bullying audit conducted Week 5 of each term and the community informed via the newsletter, the results of these audits. The results of the audits will identify students who may have been the target of bullying behaviour or identified as the aggressor in their behaviour towards others. These students will be counselled and a support plan devised for students in consultation with the child, parent, class teacher and principal. These plans will then be reviewed every five weeks.
- Restorative Justice procedures
- Appropriate teaching methodology including: teacher modelling, collaborative classrooms, acceptable codes of behaviour, catering for individual differences, access to resources for all, positive relationships, good listening, success oriented environment
- Mandatory reporting
- Specialised teaching/learning programmes e.g. Child Protection Curriculum, Class meetings, Values lessons, Parent workshops.

- Specific Skills teaching e.g. Identifying feelings, communication, what harassment/bullying is, problem solving, effects of harassment/bullying on education, self-esteem, assertiveness, mediating and negotiating, understanding and using the Whole School Grievance and Relationship Guidelines, awareness and responsibility for own behaviour, mutual respect.

Methods of Intervention

There are six major approaches that may be applied in cases of bullying, as assessed by Prof Ken Rigby (Rigby 2010). Each may be considered appropriate *in some situations.* These may be briefly described as follows:

The traditional disciplinary approach. Punishment, sanctions or 'consequences' are applied to a person identified as having engaged in bullying someone.

Strengthening the victim. The person being targeted is instructed or trained so as to cope more effectively with bullying behaviour; for example, through assertiveness training or the use of 'fogging'.[1]

Fogging - Here is an example:

Bully: You have a great big nose
Target: *True, it is large*
Bully: It looks like a beak
Target: *True, it does stand out*
Bully: You are the ugliest kid in the school
Target: *That's your opinion*
Bully: You are wearing pov shoes
Target: You are not wrong

With growing confidence, the target might start asking the bully to explain. This can come as a surprise and put the bully on the back foot. Whatever the bully says, the target just listen.

Bully: You are such an idiot.
Target: *Why do you think so?* (Wait for the answer)
Bully: Everybody hates you.
Target: *That's interesting. Why do you think that?* (Wait for the answer)
Bully: You are always in the library at lunch time
Target: *That's right. Why does that concern you?* (Wait for an answer)
Bully: All those kids in the library are nerds
Target: *It may seem like that to you.*
Bully: You have no friends
Target: Well, that's what you think.

Fogging is a technique that can be used by children when they are being verbally teased or taunted in an unpleasant way. It would not be used with physical or group bullying. The idea with 'fogging' is to acknowledge that what the bully says may be true or seem true to him or her, without getting defensive and upset. Getting practically no expected reaction, the bully is often discouraged. To use this technique effectively children commonly need assistance from a teacher or counsellor who can help them to think about what they can say or do when they are verbally harassed - all the time remaining calm and self-possessed.

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From: Rigby, K (2010) *Bullying Interventions: in schools: Six major methods*. Camberwell: ACER. Also published in the United States by Wiley in 2012.

Mediation. Individuals involved in bully/victim problems are invited to meet with a trained mediator (adult or student) to explore ways of resolving the situation in a way that is acceptable to all parties.

Restorative practice. A meeting is arranged at which the person/s engaged in bullying are instructed to listen to how their 'target' feels about the treatment. They are required to reflect upon what has been happening and to act restoratively (e.g. by making an acceptable apology to those offended).

The support group method. The targeted person is interviewed and an account of the distress that has been experienced is communicated to those identified as the bullies. This is done at a meeting of the bullies attended also by selected students who are supportive of the target person. All present at the meeting are required to say how they will help to resolve the problem. The outcome is then carefully monitored.

The method of shared concern. The practitioner meets individually with the person/s suspected of the bullying and shares a concern over what has been happening to the target person. Each of the suspected perpetrators is asked to suggest ways in which they can help, and to agree to act accordingly. After discussing the situation with the target person, the practitioner convenes a meeting of all the suspected bullies to formulate an agreed plan to resolve the problem. At a final meeting, a solution is negotiated between the suspected bullies and the target person who has now been invited to join them. Refer to the book by Prof Rigby: *The method of shared concern: A positive approach to school bullying* (2011, Camberwell, ACER) for an in depth examination of this method.

Strategies for coping with bullying behaviour could include, but are not limited to:

- Ignoring the person bullying. Showing them that it does not upset you. TELLING YOURSELF that it is not your fault, and that it is the person who is bullying who needs to change – NOT YOU!
- Telling the person bullying in an assertive manner that their actions are unwanted.
- Going to a safe place. DO NOT retaliate with physical or verbal bullying.
- Speaking to a staff member/adult or a student mentor you trust and giving them full details of the events. The student mentor will pass on the information to a selected staff member

Persist until the problem is resolved. Share your feeling and confide in someone who you think can help.

Bullying will not be tolerated and in the event of any incident taking place, positive action for correction will occur.

Need more information?

Go to - https://www.sa.gov.au

Education and learning → Health and wellbeing → Bullying and harassment → Bullying and harassment support

Helplines

The following help lines provide support and advice about how to report bullying and harassment.

Parent Helpline - Phone: 1300 364 100 (cost of a local call) www.parenting.sa.gov.au

Kids Helpline - Phone: 1800 551 800 (free call) www.kidshelp.com.au

Youth beyondblue - Phone: 1300 224 636 www.youthbeyondblue.com

Eheadspace - Phone: 1800 650 890 (free call) www.eheadspace.org.au

Reach Out - http://au.reachout.com/

Cybersafety contact centre - Phone: 1800 880 176 (free call)

PORT WAKEFIELD PRIMARY SCHOOL

Learning Respect Honesty Teamwork

Keeping Safe: Child Protection Curriculum

Dear Families,
I am writing to inform you about the Keeping Safe: Child Protection Curriculum (KS:CPC) that your child/children will be learning throughout the year. The teachers delivering the program have received explicit training in the use of the Curriculum. The KS:CPC is a Department for Education responsibility under the *Children's Protection Act 1993* and the *Child Protection in Schools, Early Childhood Education and Care Services policy* to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum. Although parent permission is not required under the *Education Act 1972*, we encourage parents/carers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is an evidence based, best practice curriculum developed collaboratively with child protection experts, teachers, educational leaders and other professionals.

The KS:CPC is divided into 5 documents specific to the age and year level of students. There are an additional three documents for educators working with:

- Aboriginal children and young people
- culturally and linguistically diverse children and young people
- children and young people with disability and additional needs.

The KS:CPC is predicated on two main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through four Focus Areas, which are examined in growing complexity in accordance with the age of the students. The four KS:CPC Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The KS:CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum and is often incorporated across other learning areas.

More information can be found on the KS:CPC website: http://tiny.cc/KSCPC-ParentCarerInfo.
Please speak to your child's teacher, if you have any questions about the curriculum.

Port Wakefield Primary School
Whole School Grievance and Relationship Guidelines

Learning Respect Honesty Teamwork

Introduction:

Good relationships between our school, parents and the community give our students a greater chance of success.
It is only natural that from time to time, parents will have concerns about what happens at school. When this happens we need to know the correct way to satisfactorily have our concerns heard and acted upon.
Your concerns may relate to departmental and school policies such as attendance, dress code, behaviour or decision making.

School and Department for Education Policies

Policies are documents that detail what is to be done, why it is to be done and how it is to be done.
All members of the school community are expected to abide by the contents of policies.
DfE policies cannot be changed at school level.
Procedures are the processes used for enacting policies in the school.

Note: *Parent(s) with a grievance about School Policy should:*

- *contact a Governing Councillor to discuss the matter*
- *arrange a meeting time with the Principal to discuss their concern*
- *allow reasonable time frame for issue to be addressed*

Principles of our Grievance and Relationships Procedures policy:

- Maintain confidentiality of people, information and involvement.
- Everyone should be treated with respect
- Meetings to discuss grievances will be suspended if any person(s) behaves in an insulting or offensive manner

Port Wakefield Primary School staff are professional people and all issues are taken seriously. Teachers and SSO's are fully Department for Education trained in dealing with issues. Principals and Regional Directors are required to see that everyone has a fair say.

From time to time, a staff member may have a concern about a student which cannot be solved by using established school Student Development procedures. It would then be appropriate to follow the Grievance Procedures.

Examples of when Grievance Procedures would be appropriate include:

- a student harassing a teacher
- ongoing lack of positive communication
- negative response to management techniques

Procedures

Students with an issue, problem or grievance are required to
Talk to the person about the issue / problem. ⇩ Talk to a teacher, PSW worker or a SSO about the issue / problem. ⇩ If you are not happy, speak to the Principal. ⇩ If the issue / problem is unresolved, speak to your parents or caregivers.

Note: *All personal matters such as concerns regarding staff, student or parent relationships should be raised directly with the school through the Class Teacher or Principal in a confidential manner. Grievances are to be addressed within a short time frame (e.g. 48 hours, by the end of the week) or laid to rest.*

Parent(s) and Caregiver(s) with a problem or grievance are required to
Parents and Caregivers are asked ***not*** to enter the school, classrooms or offices about a grievance without prior arrangement. ⇩ Arrange a time to speak to the relevant teacher(s) about the problem. ⇩ Let the teacher know what you consider to be the issue. ⇩ Allow a reasonable time frame for the issue to be addressed. ⇩ If the grievance is not addressed in a reasonable time frame arrange a time to speak with the Principal. ⇩ If you are still unhappy refer If you're not satisfied with the outcome, you can contact the Customer Feedback unit. A staff member will contact you and explain the steps they will take. If you prefer to give your complaint details to a customer service officer, phone 1800 677 435. If you're not sure who to contact to make a complaint or provide feedback, for example if it's not about a school or preschool, you can contact the general enquiry line on 1800 088 158 or email education.customers@sa.gov.au for help.

Staff Member concern about a Student
At a mutually agreed time meet with the student to discuss the concern. Document the meeting. ⇩ Notify the Principal of your concern. Meet with the Parents or Caregivers of the student. ⇩ If the concern continues, advise the Principal, who will work through the concern with the student and/or the student's parent or caregiver and the staff member. ⇩ The Principal will decide on an appropriate course of action and the involvement of other services or processes if required.

Port Wakefield Primary School
Decision Making Policy

Learning Respect Honesty Teamwork

Introduction:
This policy exists to enable staff, students and parents to understand and participate in school decision making.

Issues requiring decisions come from the needs of the community, needs of children, needs of staff, DfE regulations and AEU.

At our school we make decisions:

Through a consultation process where [people's] opinions and views will be sought.
Everyone can share in the decision making process through their own participation.
Communication between decision makers will be open and honest.

The number of people affected by a decision will determine the degree of consultation that takes place.

If due to time constraints and not all parties can be part of the consultation process, then the Principal will make a decision after consultation with as many people as possible.

All members of the school community are encouraged to use a consensus decision making process.

Consensus
'CONSENSUS' is used to convey the idea of a general agreement. Consensus in groups is reached when participants have an opportunity to discuss and explore a subject and come to some tentative working agreement in the interest of helping the group move ahead. The provisional agreement is the result of concessions made from both majority and minority views and is taken after each participant's contribution has been considered. This process may take time.

This means that everybody can accept responsibility for the decision.

Governing Council is the main decision making body for parents in a school. The makeup is determined by the Constitution.

Principal's Responsibility
Principals are responsible under the Education Act to the Chief Executive Officer for the management, organisation and administration of the school and the welfare and development of its students. Thus the Principal carries the final responsibility for all decisions regarding school management, policy and curriculum. Therefore the Principal's acceptance of the decision is essential.

Port Wakefield Primary School
Sun Smart Policy

Learning Respect Honesty Teamwork

Aims

The aims of the "Port Wakefield Primary School Sun Smart Policy" are to promote among students, staff and volunteers:

- Positive attitudes toward skin protections.
- Lifestyle practices which can help reduce the incidence of skin cancer.
- Personal responsibility for a decision making about skin protection.

The purpose of the policy is to ensure that all members of our primary school are protected from skin damage caused by the harmful rays of the sun.

It is an expectation that all students, staff and volunteers of Port Wakefield Primary school, will use the following skin protection strategies:

1. Students and staff will be expected to wear a broad brimmed hat or a bucket hat all year round whenever they are involved in outside activities. Children not wearing an appropriate hat will be expected to sit in the shade (no play). All newly enrolled students will be issued with a school hat. School hats can be purchased through the school.

2. Take particular care if in the direct sun between the hours of 10am and 3pm. Whenever possible outdoor activities will be scheduled before 10am and after 3pm, conducted indoors, or in the shaded areas of the school. From spring through summer the Hot Weather Policy is implemented.

3. School Uniform policy aims to encourage students to wear shirts with collars and at least elbow length sleeves, longer style shorts/skirts and rash vests or t-shirts for all outside swimming and aquatics activities. In line with the school uniform policy, tank tops, shoe-string tops and dresses, midriff tops, singlets and off the shoulder tops are not suitable school wear. The use of wrap around sunglasses is encouraged.

4. Students will be encourage to apply a board-spectrum, water resistant sunscreen with an SPF of 50+ 15-20 minutes before going outdoors for lunch or curriculum activities. Sunscreen should be reapplied every two hours of outdoors for a prolonged period of time (i.e. sports days, excursions, camp), or more frequently if involved in water activities or perspiring. Parents will be encouraged to supply sunscreen for the children, although sunscreen packs are available in all classrooms.

5. Staff will role model appropriate Sun Smart strategies in all school activities, including the wearing of appropriate clothing and hat wearing. Staff will be encouraged to keep up to date with new information and resources through contact with the Cancer Council of South Australia (www.cancer.org.au). Information about the school's Skin Protection Policy will be given to all new staff, students and families.

Port Wakefield Primary School
Hot Weather Policy

Learning Respect Honesty Teamwork

Aim

Port Wakefield Primary School affirms its commitment to child safety by offering safe alternatives to outside play in hot weather and by encouraging SunSmart behaviours

Action

Broad brimmed and bucket hats will be worn all year around.

Sunscreen is provided in classrooms for student and staff use.

When the forecasted temperature for Elizabeth S.A. is 37°C or higher the following will occur:

- Children will be supervised inside at lunch time and recess times
- Outdoor education activities will be cancelled

For outside sporting activities, including school sports and vigorous Phys. Ed. Lessons, the temperature limit is reduced to 35°C.

When the temperature is 35°C and under 37°C, students will be instructed to play in the shade and to avoid vigorous play.

Management

The following structures will be followed:

- Hot Weather Policy will be communicated to staff from the office.
- The decision to enact Hot Weather Policy will be made by Leadership or a nominated person.
- Data will be accessed from the Bureau of Meteorology website, which offer an online service updated every ten minutes. This will occur daily at 10.30am and 12.30pm.
- On "Hot Weather" days, teachers will share supervision of students inside at playtimes.
  This will be supported by support staff.
- This policy document and the rosters should be retained in class folders for easy reference.

Please also note:

- In the case of hot weather that does not meet the criteria, children will be encouraged to seek safe and shaded play options.
- Students without hats will site in designated shade areas at playtimes.
- Adults will model SunSmart behaviour by wearing hats or carrying an umbrella when outdoors.
- School hats are part of School Dress Code and therefore should be maintained in good order.

Port Wakefield Primary School
Dress Code Policy

Learning Respect Honesty Teamwork

The purpose of the uniform is to create a sense of community that supports the feeling of belonging in all individuals.

The uniform represents a commitment to the school values which underpin the teaching and learning at Port Wakefield Primary School. Our aim is to have a learning environment that is supportive, positive, non-discriminatory, equitable and safe.

The wearing of the school uniform proudly identifies our students at all times, especially on excursions. It also avoids the issues of competition and purchasing fashionable clothing.

Any changes to the school uniform will involve consultation with the wider school community including the SRC. The final authority for any changes to the School Dress Code rests with the Governing Council.

The Purpose of a Policy

1. The wearing of uniform clothing is an important factor in ensuring the children's safety. It is important that we can clearly recognise a student's association with Port Wakefield.
2. Students have the right to wear clothing which allows for freedom of movement and level of comfort.
3. The values of students and parents/caregivers of different nationalities are acknowledged.
4. Awareness of, and sensitivity to students in financially disadvantaged situations has been taken into consideration in relation to the School Dress Code.
5. Our uniform offers affordable clothing for all students. It is flexible, based around the school's colours of yellow and navy.

Port Wakefield Primary School Dress Code

The colours of the uniform are navy and yellow. The uniform consists of:

- Navy bottoms (shorts, track pants, pants, skirts, no jeans or leggings)
- Navy and yellow school polo t-shirts.
- School dress
- Navy school jumper

There is to be no visible labelling except for the school logo on any part of the uniform.

Jewellery

- Discreet jewellery only for Health & Safety reasons
- No visible piercing other than earlobes.
- Studs or sleeper earrings only.

Footwear

- Sensible, comfortable closed footwear (sneakers preferred)
- No thongs or surf sandals.
- Plain socks or stockings (including sports socks)

No Makeup, coloured nail polish or temporary tattoos.

If children arrive at school with makeup, coloured nail polish or temporary tattoos on, they will be provided with makeup removal wipes and/or nail polish remover to remove the makeup and/or nail polish.

Purchasing Uniform
Parent Club stocks a wide range of new and second hand uniforms. Please contact the Front Office at the school for further details. Purchasing of new uniforms on credit requires parents/caregiver to sign a "Commitment to Pay" declaration.

Sunsmart Policy
In accordance with the school Sunsmart Policy, the wearing of hats is compulsory in all terms. Hats are to be navy and must be a wide brim or bucket design or as they offer the best protection. All newly enrolled students are issued with a school hat. All students who choose not to wear a hat will be required to remain in the shaded areas. School hats can be purchased through the school for $10.50.

Responsibility
Parents:
All parents will receive a copy of this policy and it will be included in the enrolment package. Parents will be expected to supply a suitable hat and clothing for the student's use in school activities. Governing Council stipulates that students must be in uniform within **one month** of enrolment. If there are any difficulties in doing this please contact the school for a payment plan or alternative arrangements.

Governing Council:
Governing Council supports and promotes the Dress Code, and via Parent Club is responsible for the supply of uniforms.

Principal:
Will support the Dress Code and will take appropriate action in relation to any wilful and persistent breach of the Dress Code. The Principal will take the names of students not wearing appropriate clothing and will contact parents either by phone, letter or diary. The Principal will keep a record of consequences and action taken to ensure compliance with the code.

Teachers:
Will refer the Dress Code issues to the Principal if required and distribute letters signed by a Principal if students do not follow the Dress Code.

Exemption
DfE Policy states that Principals may exempt students from the Dress Code Policy upon written request from the parents, on the following grounds:

- **Religious**
- **Cultural or ethnic**
- **New student (time to purchase)**
- **Itinerant students**
- **Financial hardship (Support can be negotiated)**
- **When there is a genuine medical or family reason for not wearing uniform, the school should be informed in writing.**

All students are required to wear clothing consistent with the School's Dress Code at all times. Principals will inform class teachers of the names of those children who have written exemptions.

Port Wakefield Primary School
Emergency & Crisis Action Plan

Site Instructions

Follow - Fire Action / Evacuation Plan & Invacuation Procedures

Fire Action & Evacuation Plan

The actions on this plan are to be automatically implemented when:-

- a fire takes hold within the school.
- the warning alarm is sounded and/or verbal advice is received.

Warning System.

The method of alerting the staff and students will be a 2 tone sounding alarm of the school siren or continuous ringing of the bell in the case of power failure.

1. Immediately notify:

- Emergency Services (000) Ambulance / CFS / SAPOL - 131 44
- Education Director: Gawler Office - 8522 0913 -
  Neil White (District Director)
- Ring Principal (if not on site)
- If not available contact School Care on 8463 6564.
- Parents or caregivers.
- Follow instructions as given by SAPOL / Emergency Services

Responsibility Of Teachers.

1. Collect roll list if in the classroom.
2. Assemble children in the classroom or after evacuation in the event of fire within the classroom.
3. Check roll and/or conduct head count to ascertain whereabouts of all children.
4. Proceed to the assembly area near the southern goal posts of the oval.
5. Check roll list and/or head count to ensure all students are present. Report any missing students to the Principal.
6. Remain with students unless otherwise directed by Principal.
7. Evaluate internal fire drill procedures, the class - and your performance of same and revise where necessary.

Should you become aware of a fire before an alarm is sounded a messenger is to be despatched to notify the office of the fire. Messenger is to re-join the class at the assembly point.

Ensure a copy of the fire action plan is with your student list.

Responsibility Of Front Office SSO.

1. In the event of a fire the CFS, is to be notified by telephone. Police and Ambulance where appropriate.
2. Take school list and roll book (if not returned to staff) of students to the assembly area.
3. Take first aid kit to assembly area.
4. Record classes that have arrived at assembly area.
5. Check with teachers and record all missing students.
6. Report situation to Principal when they arrive.

Responsibilities Of Principal/Or Delegate.

1. Establish the nature of the emergency.
2. Check that CFS, Ambulance and Police, as appropriate have been notified of emergency.
3. Isolate electricity in fire affected area, if safe enough to do.
4. Move to assembly area on completion of evacuation and establish presence of all staff and students.
5. Liaise with Emergency Services on their arrival.
6. Arrange for investigation of cause of fire.
7. Inform the Department of the fire.
8. Evaluate internal fire drill procedures, the School's performance of same and revise where necessary.

Submits an IRMS critical incident report to School Care within 24 hours.

Invacuation Action Plan

The actions on this plan are to be automatically implemented when:-

- an unwanted person or intruder enters the school to cause harm or threat.
- the invacuation warning alarm is sounded and/or verbal advice is received.

Warning System.

The method of alerting the staff and students will be a high pitched wail sounding alarm of the school siren.

Responsibilities Of Principal, Front Office Staff And / Or Delegate.

2. Immediately notify:

- Emergency Services (000) Ambulance / CFS / SAPOL - 131 44
- Education Director: Gawler Office - 8522 0913 - Neil White (District Director)
- Ring Principal (if not on site)
- If not available contact School Care on 8463 6564.
- Parents or caregivers.
- Follow instructions as given by SAPOL / Emergency Services

In the event of an invacuation call 000. Establish the nature of the emergency. - Ambulance and Police, as appropriate have been notified.

Administration Area

1. Secure admin administration building. Keep calm.
2. Inform the Department of the invacuation.
3. Liaise with Police and Emergency Services where possible – via phone / mobile phone.

Responsibility of Teachers.

1. Lock and secure the doors and windows of the building / classroom. Keep calm
2. Pull down window shades and or pull curtains across windows.
3. Check roll and/or conduct head count to ascertain whereabouts of all children. If other students are in another class room, they will stay there for the duration of the invacuation until safe to return to their class. Students caught out in the yard are required to go to the nearest classroom or administration building.
4. All students and staff to hide under tables – as directed by staff and not to come out until safe to do so – classes will be advised when the area is safe. Encourage all to remain calm.
5. When the site is reported safe by Police / Emergency Services – all students must return to their own classes.
6. Staff to report any missing students to the Principal.
7. Remain with students unless otherwise directed by Principal.
8. Evaluate any of the procedures, the class - and your performance of same and revise where necessary.

Should you become aware of a situation before an alarm is sounded please ring the office or a messenger (only do if safe to do so) is to be despatched to notify the office Messenger will remain in the administration building.

The school then submits an IRMS critical incident report to School Care within 24 hours.