



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 2025 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/2 – Ms. Megan Parish – Monday & Tuesday’s Mrs. Nikki Trewin – Wednesday – Friday’s
- Years 3/4/5/6 – Ms. Tracey McGrath
- NIT– Mrs. Nikki Trewin teaching HASS, Health & PE – Whole School – Monday & Tuesdays
NIT – Mr. Peter Mitchinson - Science both classes

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, Ms. Jo Budgen, Miss Taylah Pratt, Ms. Lisa Griffiths and Mrs. Kerry Jamieson 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

Whole School Policies

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 without an adult present and no explanation they are required to report to the front office. A SMS text will be sent to the parents/caregivers for the reason.

Students departing early from school, must be signed out by a parent or caregiver. If being picked up by a friend or family member not on the emergency contact list, the parent / caregiver must contact the school.

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.

Whispir SMS Messaging Program

The school uses a SMS messaging system allowing better communications between the school and families. The “Whispir” system is web based through the department - where families can be contacted via SMS text messaging and email 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.

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.

There has been changes made to the Admission Policy in 2024.

The mid-year intake for Reception students began in term 3, 2024.

This means primary schools will have 2 major enrolment intakes for children entering Reception per year:

- intake 1 at the start of the year – child turns 5 years old before 1st May of that year.
- intake 2 in term 3 (mid-year intake) – child turns 5 years old between 1st May and 31st October of that year.

Students who start school at the start of the year will complete 4 terms of Reception. Students who start school through the mid-year intake will complete 6 terms of Reception.

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-old's 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 any 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:

Walleroo: 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, whilst 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 practitioner 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 Development

The school encourages students to take full responsibility for their behaviour

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 the Qkr! app or 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 are negotiated with members of the council. The Annual General Meeting will be advertised in due course for 2025.

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 at 2.30pm before the School Governing Council meeting at 3.15pm

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



Attendance Policy

Port Wakefield Primary School

Introduction

Port Wakefield Primary School is committed to educational excellence. The school in partnership with parents work to provide children and students with learning opportunities that will provide a solid foundation for the future. Children and students need to maximise attendance at preschool and school to gain optimum benefit from education. Ensuring regular attendance at preschool and school is a shared responsibility between parents/caregivers, preschools and schools.

Research shows that success in learning is directly proportional to regular attendance and participation in education programs.

Non-attendance and irregular attendance can be viewed as early indicators of the potential for disengagement from the education program. There is a correlation between under-achievement in primary school and non-attendance in later years and consequently lack of success in adult life. Absence from school can limit a student's achievement of essential knowledge and skills required for effective participation in work, relationships and families, and active citizenship.

Responsibilities

Responsibilities of Principal

Principals and preschool directors are responsible for ensuring that the attendance of all children and students is maximised and will:

- Develop and implement the site's Attendance Improvement Plan
- Ensure the maintenance of attendance records
- Ensure intervention is documented
- Monitor and analyse attendance data and report to the school community through the site's annual report
- Ensure procedures, including parent/caregiver notification and home visits, are in place to follow up non-attendance
- Ensure intervention in preschools and schools occurs after 10 days of accumulated absence or sooner if the child or student has a poor attendance record
- Make referral to, and seek support from, agencies and support services when a learner's pattern of attendance becomes irregular
- Ensure that the analysis of data is used effectively to inform action at the site with the involvement of the preschool's or school's community
- Remain engaged with the family throughout the referral and case management process undertaken by Department for Education - Support Services
- Ensure that notifications about suspicions of neglect and/abuse are made in addition to a referral to Regional Support Services.

Responsibilities of school staff

Staff are responsible for supporting the agreed attendance improvement processes for the site as set out in staff handbook and will:

- Provide a relevant and dynamic learning program that seeks to engage all children and students and offers opportunity for success, thus encouraging regular attendance
- Record attendances/absences according to Department's requirements
- Contribute to the analysis of attendance trends and the development and implementation of preschool and school Attendance Improvement Plans

- Implement preschool and school procedures, including parent/caregiver notification, to follow up non-attendance
- Work with parents/caregivers and government agencies to support learners' regular attendance in the education program
- Refer all students, under compulsion, with unsatisfactory attendance to student attendance counsellors (form ED171—Report of Unsatisfactory Attendance or Single Referral form) if the actions above have proved unsuccessful
- Liaise with the student, the family, any involved agencies and the student attendance counsellor once a referral is made.
- Make Mandatory Notifications as appropriate, document and store as per the Department's procedures

Responsibilities of parents/caregivers

Parents/caregivers must enrol their child in an education program from 6 years (the age of compulsion).

When they enrol their child in a school, they accept the responsibility to:

- Provide information to the preschool or school that may assist planning for the child's learning; for example, medical conditions, developmental milestones and family issues
- Enable their child to attend punctually and regularly on every day the education program is offered and to comply with the education program being offered
- Provide an explanation to the preschool or school whenever their child is absent. Apply for an exemption whenever their child is removed from the school
- Work with the preschool or school on intervention strategies to improve attendance
- Discuss with the principal/director any suspicions of neglect and/or abuse that may require a mandatory notification.

Responsibilities of children and students

Children and students enrolled in a preschool or school site have responsibility for their attendance. The level of responsibility will be determined by the individual circumstances of the child.

The expectations are that they:

- Attend preschool, school or other educational program as negotiated regularly on every day the program is offered
- Be punctual in arriving at preschool, school or the educational program and for all associated lessons and activities
- Engage appropriately in the education program as negotiated



Behaviour Support Policy

Port Wakefield Primary School

Our School Vision

At Port Wakefield Primary School we are committed to the empowering our community to be positive, courageous and dynamic learners.

At Port Wakefield Primary School we value:

Learning

Respect

Honesty

Teamwork

At Port Wakefield Primary School we believe that appropriate behaviour is best learned through explicit teaching and modelling of positive and respectful social interactions. We support this through having clear and equitable expectations and a whole school approach to the development of social skills and appropriate behaviour.

Rights

At Port Wakefield Primary School individuals are respectful of the feelings, rights and traditions of others. This is achieved through the provision of a supportive environment free from fear, abuse, insult, intimidation and threat.

Responsibilities

Students	<ul style="list-style-type: none">• Treat others as you would like them to treat you• Be brave – participate to progress• Pursue your personal best no matter who you work with• Have reasons for the things you say and do• Do the right thing because it is the best thing to do
Staff	<ul style="list-style-type: none">• Provide an engaging, rigorous curriculum• Provide equitable access to the curriculum• Provide a safe and caring learning environment• Use specific and consistent language• Ensure open communication with parents/caregivers to ensure the best possible outcomes for all children
Parents/Caregivers	<ul style="list-style-type: none">• Be open and respectful to the views and beliefs of others• Encourage and model school values• Acknowledge and verbalise the value of education• Participate in your child's learning• Ensure your child attends and is punctual• Ensure open and prompt communication with teachers to ensure the best possible outcome for all children

Behaviour Definitions

Positive Behaviour

Is defined as being respectful, responsible and supportive of the rights of ourselves and others and conducive to learning.

This is clearly identified in the Port Wakefield Primary School Values.

- Learning is shown when we attend school on time, focus and participate fully in learning activities, complete set tasks, ask for help when needed, let others work without interruption and value and learn from each other
- Respect self and treat others with consideration and understanding, respect another person's point of view, respect the property of others and treat others fairly
- Honesty is shown when we are accountable for our own actions, speak the truth even when it is difficult, admit when we are wrong, follow the rules, show our emotions, share constructive feedback and return something that does not belong to us
- Teamwork is shown when we work together to achieve goals with respect, meet team deadlines, carry out roles in a responsible way, value differences, contribute in a positive manner, have pride in what we do, give our best, listen to and value the opinions of others

Inappropriate Behaviour

Is defined as behaviour that is not appropriate for the school setting. It may be annoying, disruptive, unsafe or impolite. Examples of this include:

- Rough play
- Behaviours that are disrupting the learning of others
- Unintentional swearing
- Not following adult instructions
- Encouraging others to do the wrong thing
- Single harassment incidents
- Not participating
- Not attempting to do your best

Unacceptable Behaviour

Is defined as acting in a manner that threatens the safety or wellbeing of a student, member of staff or another person through:

- Repeated harassment becomes bullying (Refer to anti-bullying policy)
- Intentional swearing
- Physical violence
- Threatening behaviour
- Sexual harassment
- Racism
- Illegal behaviour

School responses to behaviour

Positive behaviour

At Port Wakefield Primary School we focus on teaching behavioural skills through explicit instruction. We have a number of whole school strategies that support individual, class and whole school positive behaviours. Positive behaviour is recognised in a variety of ways and may vary from class to class.

Whole School

At a whole school level this includes:

- A focus on the importance of relationships and interpersonal skills
- Celebration days
- Newsletters
- Assemblies

Class

At a classroom level this includes:

- Inclusive, proactive and responsive approaches to meet individual needs
- Verbal/non-verbal praise
- Class rewards
- Special class or yard activities

Inappropriate behaviour

Consequences to inappropriate behaviour will be dealt with on an individual basis.

Yard

Where possible, logical consequences will be used.

These may include but are not limited to:

- Restorative conversation between students led by yard duty teacher
- Walking with the teacher
- Community service
- Demonstrating the correct behaviour
- Apologising

Class

Each class will have variations based on the following process:

- A reminder, stated positively, that identifies the correct behaviour
- Depending on the nature of the incident, year level of the student, etc. appropriate action taken

Appropriate actions may include:

- Using breaks or calming activities
- Diversion
- Restorative conversations
- Goal setting
- Parent contact
- Office time out
- Take home

Unacceptable behaviour

All cases of unacceptable behaviour will be dealt with on an individual basis. Procedures do not necessarily follow in a linear pattern but are taken on a case-by-case basis, age appropriate and negotiated with the leadership team. Ongoing communication between all parties involved is expected and supported.

This will involve any or a combination of the following processes:

- Alternative designated play areas
- Behaviour plans
- Office time out
- Take Home
- Student/Parent/Teacher meeting
- Parent/Leadership meeting
- Restorative conferencing
- Involvement of DfE Support Services
- Involvement of External Service Providers
- Internal/External Suspensions
- Contact with SAPOL
- Exclusion

Below you will find the links to DfE and Port Wakefield Primary School websites that are supportive of this policy and will provide you with further information.

[Port Wakefield Primary School - Department for Education \(portwakefieldps.sa.edu.au\)](http://portwakefieldps.sa.edu.au)

On this page you will find:

- Anti-bullying policy
- Grievance Procedure
- Mobile Device Policy
- School Dress Code Policy

[Department for Education | South Australia \(www.education.sa.edu.au\)](http://www.education.sa.edu.au)

On the Department for Education website you will find policies and useful information relating to:

- Student Discipline and Behaviour Policies
- Bullying
- Student Mental Health and Wellbeing

The following websites have been identified as being useful, informative and user-friendly

[Bullying No Way \(www.bullyingnoway.gov.au\)](http://www.bullyingnoway.gov.au)

[Online safety | eSafety Commissioner \(www.esafety.gov.au\)](http://www.esafety.gov.au)



Resolving issues respectfully at school

Port Wakefield Primary School

The below information provides guidance to parents, caregivers and families on how to raise and discuss school related issues respectfully. For further details on Port Wakefield Primary School grievance procedure visit our website - www.portwakefieldps.sa.edu.au

Talk to your child

- Ask your child questions (who, what, where, when, how) to find out more information on the issue.
- Use this information to decide if your child can resolve the issue themselves or if support is required from the school.
- Providing your child opportunities to resolve a problem themselves helps build problem solving skills and resilience.

Talk to your child's teacher about academic or social issues

- Adequate time isn't provided during drop off and pick up to discuss concerns in detail, contact your child's teacher to organise a time to discuss your concerns.
- Through this discussion, you can both establish a plan and best course of action for your child.
- The teacher may provide recommendations on how you can support your child at home or provide information about additional support your child can access through the school.

Talk to your school office administration staff about general school issues

If you have a general issues or concerns, get in touch with the school office to receive assistance, they can connect you with the most appropriate staff member to help resolve the issue. Please remember to remain calm and respectful when talking about your concerns will ensure your point of view and concerns are heard.

Talk to your school leadership team if the issue you have raised is still unresolved

- Make an appointment to discuss the issue further with the Principal, Peter Mitchinson, if it remains unresolved.
- Contact details: 08 8867 1012

Useful tips

- Remaining calm and respectful when talking about your concerns will ensure your point of view and concerns are heard.
- Keep an open mind and be aware that there may be different views and perspectives on the situation.
- Sometimes an issue cannot be immediately resolved as further information needs to be obtained first, be patient and calm. The school will provide you with a response as soon as possible.
- When raising a concern, state the facts and have a clear idea of the outcome you want.
- Where possible, do not raise school related issues about another child directly with the child or their parents. Discuss these issues with school staff to receive support and assistance in resolving the issue.
- Consider raising your issue in writing via email, this will ensure all your concerns are discussed and gives you the chance to provide more detail. Sometimes when discussing issues in person emotional responses can distract from addressing the real issues.
- Consider the use of a support person or advocate to assist you with this process.

Further support

If this issue is still not resolved contact the Customer Feedback Team, they will liaise between Port Wakefield PS and yourself to help explore appropriate options for a resolution.

- Phone: 1800 677 435

Go to: [Feedback and complaints about a school or preschool \(education.sa.gov.au\)](http://education.sa.gov.au)



Anti-Bullying Policy

Port Wakefield Primary School

**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.

www.education.sa.gov.au – [For schools and educators](#) › [Health, safety and wellbeing](#) › [Bullying prevention tools and resources](#) ›

Reporting bullying behaviour at Port Wakefield Primary School

Responsibilities of the principal, staff, students, parents

Who	Responsibilities
Principal	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <p>As a bystander, if you see someone being affected by bullying behaviour you can:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Understand what bullying is and is not • Let staff deal with the situation/s <p>If your child is being affected by bullying behaviour:</p> <ul style="list-style-type: none"> • 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. <p>**** 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. ***</p> <p>Explain to your child that physical or verbal retaliation is NOT the answer.</p>

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 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'.

Fogging

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.

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 is 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.

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](tel:1300364100) (cost of a local call) www.parenting.sa.gov.au

Kids Helpline - Phone: [1800 551 800](tel:1800551800) (free call) www.kidshelp.com.au

Youth beyondblue - Phone: [1300 224 636](tel:1300224636) www.youthbeyondblue.com

Eheadspace - Phone: [1800 650 890](tel:1800650890) (free call) www.eheadspace.org.au

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

Cybersafety contact centre - Phone: [1800 880 176](tel:1800880176) (free call)



Keeping Safe: Child Protection Curriculum

Port Wakefield Primary School

Information for Families and Caregivers,

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a program 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.



Whole School Grievance and Relationship Guidelines

Port Wakefield Primary School

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.



Decision Making Policy

Port Wakefield Primary School

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.



Sun Smart Policy

Port Wakefield Primary School

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 encouraged to apply a broad-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.



Hot Weather Policy

Port Wakefield Primary School

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, SA 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.



Dress Code Policy

Port Wakefield Primary School

Aim

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 \$14.50.

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.



Emergency & Crisis Action Plan

Port Wakefield Primary School

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.

Immediately notify:

- Emergency Services (000) Ambulance / CFS / SAPOL - 131 44
- Education Director: Gawler Office - 8522 0913
Susan Copeland (Education Director)
- Ring Principal (if not on site) – then refer to delegate (will be teacher-in-charge on the day)
- Contact Security and Emergency Management Unit – 1800 000 279.
- Parents and/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 or Teacher-in-charge.
6. Remain with students unless otherwise directed by Principal or Delegate.
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 or Delegate 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 schools performance of same and revise where necessary.

Submits an IRMS critical incident report 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.

Immediately notify:

- Emergency Services (000) Ambulance / CFS / SAPOL - 131 44
- Education Director: Gawler Office - 8522 0913 - Susan Copeland (Education Director)
- Ring Principal (if not on site) – then refer to delegate (will be teacher-in-charge on the day)
- If not available contact Security and Emergency Management Unit – 1800 000 279.
- 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 or Delegate.
7. Remain with students unless otherwise directed by Principal or Delegate.
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 Security and Emergency Management Unit – 1800 000 279 within 24 hours.