

PARENT INFORMATION BOOKLET

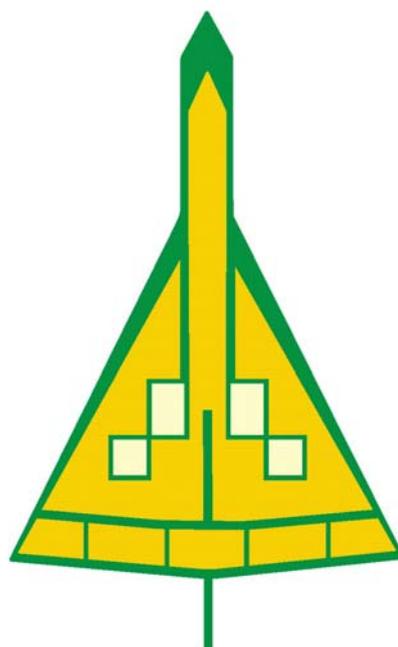
SALISBURY PRIMARY SCHOOL

**Compuda Street
SALISBURY SA 5108**

**PO Box 361
Salisbury**

**Telephone : 82581335
Fax : 82815868**

**Email Address: info@salisburyschools.sa.edu.au
Website: www.salisburyschools.sa.edu.au**



AIM HIGH



**Government
of South Australia**
Department of Education
and Children's Services

CONTENTS PAGE

| | PAGE NO. |
|--|----------|
| Foreword | 3 |
| ❖ History of the School | 4 |
| ❖ Introduction | 5,6 |
| ❖ Site Learning Plan | 7,8 |
| 1 Aboriginal Education | 9 |
| 2 Anti-Bullying Policy | 10,11,12 |
| 3 Areas of Study | 13,14,15 |
| 4 Assemblies | 15 |
| 5 Car Parking | 15 |
| 6 Communication | 15 |
| 7 Dental Service | 16 |
| 8 Dress Code | 16 |
| 9 Essential Information | 17 |
| 10 Excursions | 17 |
| 11 Food Service | 18 |
| 12 Homework | 18 |
| 13 Materials and Services Charges | 19 |
| School Fees / School Card | |
| 14 Out of School Hours Care (OSHC) | 19 |
| 15 Parent Participation / Volunteers | 20 |
| 16 Property (Lost, Personal) | 21 |
| 17 School Counsellor | 21 |
| 18 School Times | 21 |
| 19 Sun Safety | 22 |
| 20 The Management of Student Behaviour | 23,24 |
| 21 Transition | 25 |

FOREWORD



Welcome to Salisbury Junior Primary and Primary Schools.

Our motto is “**AIM HIGH**” and our schools are noted for maintaining outstanding behaviour and learning expectations. We have well established traditions in providing inclusive programs which result in positive student learning outcomes.

Students have access to up to date facilities.

These include:-

- Computer Room and Computer Pods throughout the school.
- Resource Centre & Media Centre
- Gymnasium and new Multipurpose Hall
- Spacious grounds / extensive updated play equipment
- Well equipped air-conditioned classrooms.

The dedicated staff involves parents in providing rich educational programs for students.

Mrs Carol Scerri

PRINCIPAL

HISTORY OF THE SCHOOL

Salisbury Schools enjoy a fine reputation in the Salisbury area, reflecting a sense of tradition and history, as it was the first Public School to serve the district.

The Salisbury Public School (incorporating Grade 1 to Grade 7) in Mary Street was opened in 1877 and was designed to accommodate 120 scholars. In subsequent years as the number of scholars increased, extensions to the school were added.

In 1943 the name was changed from Salisbury Public to Salisbury Primary School and another “temporary school” – the “Salisbury Extension School” was established on land now occupied by the Salisbury District Recreation Centre.

At the end of 1948 the prefabricated buildings from the Salisbury Extension School were transported to the enlarged school grounds and the old school became the Salisbury Consolidated School.

In 1964 it was renamed Salisbury Primary School and in 1971 the school was moved from the original site to its present location. The original building now houses the Education Department’s Salisbury Branch of Technical And Further Education (TAFE).

The physical facilities of the school at present include: -

- An R – 7 Administration Area
- A Special Education Centre
- Single and dual classrooms
- Resource Centre (Library)/Multi Media Centre
- Multi-Purpose Hall
- Gymnasium

The Junior Primary School occupies the same site. The grounds of the school are generous in spatial terms, attractive and well maintained.

INTRODUCTION

Welcome to Salisbury Junior Primary and Primary Schools.

Salisbury Schools enjoy a fine reputation for their caring approach, academic excellence and sporting achievements. We strongly believe that it is our role, in partnership with parents, to provide children with the maximum opportunities to fully develop academically, socially and physically.

At Salisbury Schools children are valued as individuals and encouraged to strive for excellence to develop their maximum social, physical and academic potential in a mutually caring and secure educational community.

School policies are developed with the assistance of parents, in a collaborative effort to determine the goals to which our school aspires and to provide the highest quality of education.

In doing so we incorporate the “National Goals For Schooling in Australia” in the planning of our curriculum. These goals are:-

1. To provide an excellent education for all young people, being one which develops their talents and capacities to full potential, and is relevant to the social, cultural and economic needs of the nation.
2. To enable all students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others, and achievement of personal excellence.
3. To promote equality of educational opportunities, and to provide for groups with special learning requirements.
- 4.. To respond to the current and emerging economic and social needs of the nation, and to provide those skills which will allow students maximum flexibility and adaptability in their future employment and other aspects of life.
5. To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for life-long education.
6. To develop in students:-
 - the skills of English literacy, including skills in listening, speaking, reading and writing.
 - skills in numeracy, and other mathematical skills.

- skills in information processing and computing.
 - an understanding of the role of Science and Technology in society, together with scientific and technological skills.
 - a knowledge and appreciation of Australia's historical and geographical context.
 - a knowledge of languages other than English.
 - an appreciation and understanding of, and confidence to participate in, the creative arts.
 - an understanding of and concern for balanced development and the global environment, and
 - a capacity to exercise judgement in matters of morality, ethics and social justice.
7. To develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context.
 8. To provide students with an understanding and respect of our cultural heritage including the particular cultural background of Aboriginal and ethnic groups.
 9. To provide for the physical development and personal health and fitness of students, and for the creative use of leisure time.
 10. To provide appropriate career education and knowledge of the world of work, including an understanding of the nature and place of work in our society.

At Salisbury Junior Primary and Primary Schools we **AIM HIGH**.

We will continue our tradition of quality and excellence in education at Salisbury.

Our Schools are committed to inclusivity for all students and to the development of each child's full potential.

In partnership with families, we strengthen children's self worth to ensure they become independent and responsible people.

SITE LEARNING PLAN

Core Business

- The focus of Salisbury Junior Primary and Primary Schools is teaching and learning in a success orientated and supportive learning environment.
- We provide a planned curriculum across the required areas of study. These include: -

Arts
English
Languages
Science

Design and Technology
Health and Physical Education
Mathematics
Society and Environment

- We are committed to developing: -
 - the best possible academic student success
 - a challenging, stimulating learning environment
 - a responsible cooperative student group
 - a socially just school with access and participation for all students and families
 - high morale and self esteem for each member of the school community.

Leadership Code of Practice

- Place the education of students as our highest priority.
- Contribute as a team to the forward planning and development of the site.
- Facilitate R – 7 collaboration.
- Ensure appropriate consultation and decision-making practices are used as outlined in School Policy.
- Use reflective practices.
- Ensure a supportive, challenging and purposeful teaching and learning environment exists.
- Lead and manage the implementation of the Salisbury Junior Primary and Primary Schools Partnerships Plan.
- Provide leadership and accurate advice to the Governing Council and School Community.
- Ensure adherence to the principles of equity and merit selection.
- Support staff to implement agreed school DECS policies.
- Develop and maintain a safe and supportive teaching and learning environment.
- Manage the development and maintenance of finances and assets.
- Promote the school and enhance links with parents and wider community.
- Maintain confidentiality.
- Contribute to team building.
- Act as positive role models.
- Act in the best interests of the school community.

Staff Code of Practice

- Treat one another with respect.
- Consider the opinions, thoughts and ideas of others.
- Have the right to feel and be safe.
- Have the right to work in a fair and equitable school.
- Support each other to maintain and further develop a quality teaching environment.
- Contribute to the implementation of Salisbury Junior Primary and Primary Schools' Site Learning Plan.
- Provide teaching programmes that are consistent with the DECS Curriculum guidelines.
- Use quality teaching and learning strategies to maximise student learning outcomes.
- Undertake professional Training and Development.
- Facilitate home / school communication.
- Participate in decision making, as outlined in School Policy.
- Support the implementation of agreed school and DECS policies.
- Maintain confidentiality.
- Maintain a safe, fair and equitable environment

Student Council Code of Practice

- We respect our school environment by keeping it clean and taking pride in it.
- We listen to each other and respect each other's opinions.
- We respect and cooperate with our teachers and other adults at school.
- We aim to always do our best in school work.
- We show courtesy and politeness to others.
- We follow school rules.
- We wear our school dress code.
- We ask for help when we cannot solve a problem ourselves.
- We will treat each other equally.



1. ABORIGINAL EDUCATION

Goals for Aboriginal Education at Salisbury Schools include:

- Raising the awareness of Aboriginal people and Aboriginal culture;
- Coordination of:
 1. School wide literacy and / or numeracy education
 2. Staff Training and Development
to ensure improved Aboriginal Student learning outcomes in Literacy and numeracy.
- Working in partnership with Aboriginal Parents to ensure their active participation within the school community.



2. ANTI – BULLYING POLICY

DEFINITION:

Bullying is deliberate and repeated acts of hurting someone in a physical, verbal, psychological and / or emotional way.

For example..... Bullying can include one or more of the following:

- **PHYSICAL – kicking, hitting, pushing, hurting.**
- **VERBAL – swearing, name calling, racial / gender harassment.**
- **PSYCHOLOGICAL – teasing, spreading rumours, sexual comments, provoking, threatening.**
- **EMOTIONAL – leaving people out, demeaning comments, manipulating, hurting people’s feelings.**

FIRM STATEMENT:

Our school community does not tolerate bullying. Bullying lowers self – esteem, interferes with everyone’s right to be respected, to learn and to be / feel safe.

AIMS TO ADDRESS BULLYING

- To create a bully-free environment at Salisbury schools where all students feel happy and safe.
- That the bully (with support) identifies, takes responsibility for and changes his / her behaviour.

WHAT DO WE DO ABOUT BULLYING

STUDENT RESPONSIBILITIES:

- Take action about any bullying as soon as it occurs (e.g. report to a staff member).
- Follow Grievance Procedures.

STAFF RESPONSIBILITIES:

- Follow up / through to a resolution irrespective of degree.
- Talk to Senior Staff (debrief).
- Report to parents (inform).
- Document.
- Familiarise and collate all information to aid knowledge of reasons behind bullying.
- Teach explicit skills / strategies that empower students (e.g. Resilience programmes such as Program Achieve, Success Learning, (Health / PE curriculum area) “Stop, Think, Do” and “Friendly Schools & Families” program).

SENIOR STAFF RESPONSIBILITIES:

- Document each incident.
- Discuss with students involved (at teacher’s discretion).
- Contact parents / care-providers.
- Contact / meet with all parties concerned.
- Implement / initiate consequences (e.g. Time-Out, Suspension / Exclusion procedures).
- Initiate interagency meetings as necessary.
- Continue to monitor.

PARENT RESPONSIBILITIES:

- Support School initiatives and programs.
- Discuss with child at home about the problem.
- Contact class teacher.
- Contact Senior Staff where necessary.
- Meet with Senior Staff where necessary re ongoing bullying behaviour.

CONSEQUENCES FOR BULLYING

Depending on the nature and severity of the bullying the following strategies / consequences will be implemented:

- Discussion / conferencing with all parties.
- Counselling could involve School Counsellor, staff, parents, Senior Staff.
- Withdrawal of privileges (e.g. restricted yard play, roles within school).
- Time-out / Take home / Suspension / Exclusion.
- Ongoing individualised programmes with identified students.
- Police intervention.
- Ongoing monitoring / collection of data re: behaviour.

PROACTIVE PROGRAMMES / STRATEGIES THAT SUPPORT ANTI – BULLYING POLICY

- Implementation of “Friendly Schools and Families” teaching / learning resource R – 7.
- Teaching of Grievance Procedures.
- Ongoing individualised programmes for identified students (e.g. anger management / assertive training – bullies and victims).
- Bully audit to identify issues to be addressed (base-line data).
- Community Police Liaison intervention.
- Program Achieve / Keys to Success.
- Success Learning.
- Staff Training & Development (e.g. crisis / response / counselling / management).
- Stop, Think, Do.
- Parent workshops.
- Recognition of Positive behaviour (e.g. Positive Play, Achievement / Aim High Awards / Principals’ Awards, responsibilities / leadership roles within school).
- Student Values education.

3. AREAS OF STUDY

Introduction

There are eight areas of study within the Reception to Year 7 curriculum. A brief description of each area has been included below.

Arts

Arts is the area where students are actively involved in learning about dance, drama, media, music and visual arts.

Each of these forms of art appeals to different senses, different media and provides students with a diversity of activities and learning experiences. Each adds its own particular and special richness to the learning environment for all students.

Design and Technology

In this area of learning students generate practical ideas and apply their knowledge, experience and available resources to act on their ideas.

Students consider the impact of their designs on people and the environment and use a range of materials and tools to make things.

Information Technology and the use of the computer are also aspects of the Technology learning area.

English

English involves students learning about and using English language and literature, including literature translated into English.

It includes speaking and listening, reading and viewing and writing. Handwriting and spelling are elements of writing. Grammar is an element of speaking and writing.

Grammar and spelling are learnt as part of all areas of learning.



Health and Physical Education

Health and Physical Education is the area of learning where students are involved in physical activity and applying their knowledge about themselves to their health and the development of a healthy lifestyle.

Swimming

Lessons are conducted each year for R-5 students. Pools used are heated and the cost includes pool entrance and transport fees. Time allocation for R – 2 students is 3 ¾ hours with Year 3 – 5 students receiving 7 ½ hours of instruction. Year 6/7 students participate in an Aquatics programme (includes 7½ hours of instruction).

Sport

Salisbury Schools have a remarkable record in primary sporting competition. Parent involvement in these activities is crucial for the success of these programmes. Opportunities are available for participation in:-

| | | |
|-----------------------|----------|---------|
| Athletics | Cricket | Netball |
| Cross Country running | Football | |
| Soccer | Swimming | |

Children in Year 3-7 are encouraged to participate in District Carnivals for these sports. SAPSASA sport is also offered to the children for District representation in Country Exchanges, Metropolitan Carnivals and billeting.

Languages

Languages are where students develop the skills to communicate effectively and appropriately in languages other than English for a wide range of purposes and audiences.

Italian is currently the focus language for our students.

Mathematics

Mathematics is the area of learning where students develop logical reasoning and the ability to analyse and solve mathematical problems.

It is a form of communication which uses written, spoken and visual symbols.

It is a creative activity involving inventing, developing intuition and exploring ideas and applying mathematical thinking to decision making and problem solving.

Science

In this subject students learn about the physical and biological world, test out scientific ideas and explanations, and understand that scientific knowledge has been developed by scientists from cultures all over the world. Students also learn that the scientific understanding of the world is constantly changing due to continuing research and new technology.

Society and Environment

In Society and Environment, students are engaged in learning about relationships between people and about natural and built environments. It is about relationships between people and environments in the past and present, and learning skills in research, gathering, sorting and presenting information.

4. ASSEMBLIES

R-2 and Year 3-7 assemblies are held fortnightly. Assemblies usually run for approximately half an hour. Classes take turns to share items and lead assembly. R-7 assemblies are usually held once per term. Parents are welcome to attend to support their children.

5. CAR PARKING

Car Parking (with restrictions) is available along the outside perimeter of the schools. Please pay particular attention to signage to avoid the payment of fines. Parking is not permitted within the school grounds when dropping off or picking up children from school, with the exception of people who are authorised to use the official 'Park for the Disabled', which is located in the schools' main car park.

6. COMMUNICATION

The main communication is via the regular school Newsletter. Classroom teachers may have a communication book which is a dialogue between parent and teacher, or a diary. Phone calls are made as appropriate.

In the event of known long absence from school, 1 week or more e.g. family holiday, an ED 175, School Exemption is required to be completed by the Parent/Caregiver (available from the Front Office)



7. DENTAL SERVICE

The SA Dental Service is located at the Community Dental Clinic Salisbury, Hollywood Blvd, Salisbury Downs 5108. Phone 8250 9254.
The clinic is open from Monday – Friday from 8.40 a.m. – 4.30 p.m.

8. DRESS CODE

Salisbury Junior Primary and Primary Schools have a Dress Code Policy endorsed by the Governing Council and school community.

There are a number of reasons for the dress code including: -

- ◆ Encouraging school pride.
- ◆ Supporting students to feel a sense of belonging to a community.
- ◆ Ensuring students are easily identified.
- ◆ Meeting safety requirements.
- ◆ Reducing the cost to families in outfitting students for school.
- ◆ Reducing peer pressure.
- ◆ Enabling all students to actively take part in all lessons.

It is an expectation that all students comply with the following dress code:

TOPS: Polo shirts, windcheaters, zip up jackets, skivvies and vests; all must be in plain dark (bottle) green or gold only.

Rain jackets/Parkas plain black, green or gold.

BOTTOMS: Knee length shorts, skirts, pants (track pants, boot leg pants, cargo pants etc); all must be in plain black or dark (bottle) green only. Please note black jeans may be worn but must be dark and uniform in colour i.e. no faded wash.

Dark green checked uniform dresses are also permitted.

HATS: Hats are expected to be worn when students are outside from 8.55 a.m. onwards throughout the school year. Hats must be bottle green and bucket or legionnaire styles.

FOOTWEAR: In the interests of safety and to ensure students are able to fully participate in all lessons appropriate footwear must be worn each day. This includes runners, sports shoes, school shoes and sandals that have support straps. All footwear needs to be flat or with a very low heel.

Thongs or high heels are not permitted.

Dangling earrings, necklaces or chains, nail varnish and make-up are not permitted.

Logos must be smaller than a fifty-cent coin.

CONSEQUENCES:

Students who are not in dress code and do not have a note from their family will be asked to play in a designated area, a note will also be sent home to inform families of this policy.

As you can appreciate the adherence to school dress code by all students sets a positive tone for the whole school. If you are having difficulty outfitting your child, we have new clothing available at reasonable prices from the front office. We also have a quantity of second hand clothing at excellent prices. Clothing can also be purchased from department stores in the appropriate colours.

If you wish to discuss any issues you may have, please contact the school on **82581335**.

9. ESSENTIAL INFORMATION

CONSENT FORMS

Parents are asked, when enrolling their children to sign consents for:

- Photographs & Internet
- Replacement cost of library books if lost or damaged
- School Yard Supervision
- Consent to inspect for Head Lice
- School Clothing

EMERGENCY RECORD FORMS

An Emergency Record Card is kept for each child in case the school needs to contact parents. Parents are asked to update this information each year and if information changes at any time. All information given remains confidential.

MEDICAL INFORMATION

Children sometimes need to take medication. To facilitate this, parents are asked to fill in the medical information proforma. A copy is given to the teacher and a copy remains in the office. Medication will only be given when parents have measured out the correct dosage. All medication is kept in the front office. For special conditions, suitable arrangements are made with parents/doctor/school as appropriate. No medication is kept in classrooms.

Head lice

We are proactive in monitoring and informing parents as required.

10. EXCURSIONS

Excursions are conducted for educational reasons. They are valuable in that they add a real life perspective to the theoretical class discussions.

The frequency of excursions is decided at the discretion of members of staff determined by how the trip fits into the educational programme.

Parents are always advised of excursion details and a signed consent form is required before students can take part in any excursion.



11. FOOD SERVICE

A food service is currently offered by Simon's 7 Day Supermarket & Deli, 22 Amanda Street, Salisbury. Lunch orders must be in by 9.30a.m.

12. HOMEWORK

It is generally believed that homework will develop independent work habits that prepare children for secondary school and future study. Teachers and parents work together to find the right balance of work and recreation after school.

We introduce homework little by little, building up a child's ability to handle it as they grow.

Homework set will conform to the following guidelines:

| YEAR LEVEL | MAXIMUM TIME EXPECTATION | TYPE/NATURE OF HOMEWORK (Monday-Thursday) |
|----------------------|---------------------------------|--|
| Junior Primary Years | 10 minutes | Most young children bring home a reading book to share. It is also good to discuss the day in general. |
| 3 | 15 minutes | Generally homework will consist of work which needs to be completed, learned or practised. |
| 4 | 20 minutes | No new work will be set. The written component will not be great. |
| 5 | 30 minutes | Generally homework will be designed to consolidate and review aspects of class lessons. |
| 6 | 30 minutes | The written content will increase as will the expectation to develop independent study at the senior levels of the school. |
| 7 | 45 minutes | |

Generally, no homework will be set on Fridays, unless class work or homework has not been completed to a satisfactory standard.

13. MATERIALS AND SERVICES CHARGES

SCHOOL FEES/SCHOOL CARD

These are determined by Governing Council and are paid at the beginning of each year.

Our school offers time payment to any parent who requests it. Credit card facilities are available. The school engages a debt collection agency to ensure that all fees are collected.

Many parents qualify for Government School Card assistance to pay fees. If you think you qualify, please approach our front office staff who can help you make an application.

14. OUT OF SCHOOL HOURS CARE (OSHC)

Ms Kellie Toseland is our OSHC Director. OSHC phone number is 82831927.

Children can be cared for on campus Monday to Friday from 7.00 a.m. to 8.45 a.m. and from 3.15 p.m. to 6.15 p.m. Children not picked up from school by 3.30 p.m. are taken to OSHC. A fee applies for this service.

On School Closure Days and for the Vacation Care Programme, OSHC operating hours are from 7.00 a.m. to 6.00 p.m. Children need to be enrolled in OSHC. A fee applies for this service.



15. PARENT PARTICIPATION/ VOLUNTEERS

We believe that education is a partnership between the parents, the child and the school. We know that this partnership results in providing the best possible learning environment for all students. Therefore, parents are welcome and encouraged to be involved in a variety of school and classroom activities and programmes.

CLASSROOM

Teachers have their own individual styles and take into account the needs of individual children and the class group. The focus will be on the partnership between home and school. Parents are encouraged to attend the Acquaintance Evening in Term 1, where the class educational programme is outlined.

Some examples of parent involvement are: -

- ◆ School excursions;
- ◆ Assistance with reading and other curriculum areas;
- ◆ Computers;
- ◆ Art and craft.

The staff in the Resource Centres welcome parent interest and participation.

SCHOOL

The Governing Council is the forum by which parents are consulted about school and curriculum issues as well as making recommendations and decisions. At the beginning of each year parents are invited to nominate for the Governing Council. The various committees including Student Learning, Asset Management, Finance, Food Service and OSHC provide extensive opportunities for parents to contribute in their area of interest.

All volunteers are required to undertake an induction session and to sign the visitors' book and will be issued with either a volunteer badge or label.

16. PROPERTY

LOST

Unfortunately a good deal of property is lost each year, particularly clothing. Most of this property is eventually handed in but often the owners cannot be traced. The most effective way of reducing clothing loss is to clearly label all garments with the child's name and check regularly to see that the labels are still intact. Lost property is kept in the front office.

PERSONAL

Children should be discouraged from bringing personal items to school. Such items are easily lost or damaged, and unfortunately the school cannot accept any responsibility for them.

17. SCHOOL COUNSELLOR

Salisbury Schools have a full time School Counsellor responsible for organising and conducting Staff Training and Development with a focus on whole school programmes which promote successful student learning environments. The role also involves working with students in preventative and developmental counselling, teaching responsible behaviours, social learning and participatory decision making.

18. SCHOOL TIMES

| | |
|--------------------|---------------------|
| 8.55 a.m. | School Commencement |
| 11.10 – 11.30 a.m. | Recess |
| 1.00 – 1.10 p.m. | Lunch (Eating) |
| 1.10 – 1.40 p.m. | Lunch (Play) |
| 3.15 p.m. | School Dismissal |

No responsibility is accepted for the supervision of children before 8.30 a.m. or after 3.30 p.m. and parents are asked to ensure that children are not sent to school prior to 8.30 a.m. each day.

If children are unaccounted for after 3.30 p.m., they are taken to Out of School Hours Care as a safety procedure.

LUNCH PERIODS

Lunch time is taken from 1.00 p.m. to 1.40 p.m. Children eat their lunch in class groups with their teacher for ten minutes.

Children are at liberty to go home for lunch provided a note is forwarded to the class teacher.

On wet days and hot days, the normal lunch time is adhered to but children may be inside classrooms, in the Hall or in the Resource Centre.

ATTENDANCE

Regular, punctual attendance is an important factor that contributes to your child's success in education. School attendance is compulsory from the age of 6. Teachers are required to keep accurate records of attendance, punctuality and early dismissal according to the Compulsory Attendance Act.

If your child is absent please ring the school on 8258 1335 explaining the reason for the absence, or send a note to the school so that absentee records are maintained accurately.

In the event of known long absence from school, 1 week or more e.g. family holiday, an ED 175, School Exemption is required to be completed by the Parent/Caregiver (available from the Front Office)

PUNCTUALITY

Students arriving at school after 9.10 a.m. need to be signed in at the front office where they will be given a late pass to hand to their teacher.

Parents/Caregivers picking children up early are asked to report to the front office to fill out an early dismissal form. This is given to the teacher. Children will only be dismissed upon presentation of the sign-out form.

19. SUN SAFETY

Students are required to wear school hats when outside from 8.55 a.m. onwards.

Hats are available for purchase from the schools' front office.

If a student doesn't have a hat in the Junior Primary School, they must sit under the Resource Centre verandah.

If a student doesn't have a hat in the Primary School, they must sit in a shaded area, or, at lunch-times, they may go to the Resource Centre.

The wearing of a high protection sun cream is recommended. Classes are supplied with sunscreen for students to reapply throughout the day but parents are also encouraged to supply their children with sunscreen and protective clothing like T-Shirts with sleeves.

20. THE MANAGEMENT OF STUDENT BEHAVIOUR

We aim to provide a learning environment where students are safe, supported and taught the skills to be responsible for their behavior and learning.

Our Values

- Respect
- Cooperation
- Persistence
- Achievement

In class, all students discuss each value and how our actions can support a strong school ethos.

Underpinning our core values is a social development programme called 'Program Achieve – You Can Do It!' The four keys of success are:

- Confidence
- Persistence
- Organisation
- Getting Along.

As children develop these key skills they will become more resilient and able to cope successfully with the challenges of school life and beyond.

Beliefs About Behaviour Management

At Salisbury Schools we believe that: -

1. Our school environment is caring and orderly where the rights of students to learn and teachers to teach are supported and protected.
2. Consequences are logical and a consistent system has been established to address responsible and irresponsible behaviours so that students understand and accept responsibility for their choices.
3. Our school environment is orientated towards success so that students have the support and opportunities that enhance their experiences of academic, social and physical achievement.
4. Partnership with parents provides the environment to successfully develop clear negotiated expectations and consequences.
5. Everyone is worthy of respect and requires positive relationships to learn and develop.
6. Students, staff and parents need to participate in decision making together.
7. Effective behaviour management underpins successful teaching and learning practices and requires continued training and development for the whole school community.

Responsibilities of the School Community

School communities have the responsibility to create schools where all students feel they belong, where they are supported, safe and are learning the skills to be responsible and broaden their choices.

Therefore teachers need to: -

- ◆ Establish a safe, caring classroom and school environment which encourages, teaches and reinforces responsible learning and play.
- ◆ Teach and model behaviour which is consistent with our beliefs.
- ◆ Empower students to learn self discipline.

Therefore students need to: -

- ◆ Accept responsibility for their choices.
- ◆ Actively participate in learning and decision making.
- ◆ Work with others so all students are included.
- ◆ Assist in developing consequences for their choices.
- ◆ Become familiar with the values of the school and strive to develop a positive attitude.

Therefore parents need to: -

- ◆ Encourage children to accept responsibility for their choices.
- ◆ Work towards an exchange of information with the school.
- ◆ Participate in decision making about school programmes.
- ◆ Work in partnership to solve behaviour management issues.

CONSEQUENCES

When behaviour is inappropriate and the student is not responding to class consequences, senior staff are informed. Sit Out at the office may be required during which time home contact is made to negotiate a behaviour change so that the student can resume class successfully. Violence, bullying and extreme disruption results in immediate removal to the office for sit out.

A cooperative home and school approach to negotiate behaviour change may include the following strategies.

- ◆ Parent interview and discussion.
- ◆ Monitoring behaviour with a behaviour programme (eg Student Development Plan).
- ◆ Referral to Behaviour Support Agencies where appropriate.

21. TRANSITION

Transition Policy

2. RATIONALE

At Salisbury Primary School, we believe it is essential for children in their early years to have a smooth transition from pre-school to school. This transition must be supportive of the child and the child's family.

Guidelines:

- There are four (4) intakes per year, with children starting school for the first time on the 1st school day of each term.
- Children must have turned five years of age on or before the first week of the term in which he / she is due to start. Although the great majority of children begin school soon after their fifth birthday they are not required to do so until the age of 6. You may wish to make an appointment with us to help you with your decision.

Teachers are appointed to schools according to the number of students enrolled for a particular year. To assist us with our planning and organisation of classes please enrol your child soon after he/she begins preschool. However, we are still very happy to take enrolments close to a student's 5th birthday, but the child must be enrolled before he /she starts the Transition Program

Transition from Pre-school

To ensure a successful transition of children from pre-school to school, the following process occurs. (10 week term) For 4 weeks of the term preceding that in which the child starts school, the following program is provided:

1st visit will be from 9:00 to 10:30

Visits 2-4 will be from 9:00 to 11:45 am

Parents / Caregivers meet with members of leadership for a chat from 9.00 am- 10.00 am on the first transition visit to the school.

Children beginning school in the new term remain at school until 3.10. Parents / caregivers or teachers can negotiate to have children go home earlier as required if they are experiencing difficulties.

Children with Special Needs

The pre-schools will initiate a meeting of all relevant parties for those children with special needs to maximise the appropriate placement and transition.

Length of Time in Junior Primary

Children are admitted to school at the beginning of each term. Children need sufficient time in Junior Primary to enable a firm foundation for later schooling.

| INTAKE | NORMAL NUMBER OF TERMS |
|-----------------------|------------------------|
| Beginning of 1st Term | 12 (4 terms reception) |
| Beginning of 2nd Term | 11 (3 terms reception) |
| Beginning of 3rd Term | 14 (6 terms reception) |
| Beginning of 4th Term | 13 (5 terms reception) |

