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**Attachment A (Infectious Diseases)**

**Attachment B (Procedures for Student Drop-Off/Pick-Up & Map)**
SCHOOL PERSONNEL

School Council
St Peters Lutheran School Council consists of up to eleven members, seven of whom are elected by St Peters Lutheran Church. Elections are held annually and members are elected for a two-year term.

Membership of the School Council for 2016 is as follows:

Mrs Felicity Evans  
Mr Darren Gray  
Mr Shaun Ledson  
Mr Jakobi Modra  
Mrs Karen Howell (ex-officio)  
Pastor Ben Pfeiffer  
Mrs Sue Pfeiffer  
Mr Mark Rathjen  
Mrs Jo Simpson  
Mrs Anna van den Berg  
Mr Reinhardt van den Berg

Chairperson
Business Manager and Minute Secretary
Pastor, St Peters Congregation
Principal
Chairperson, Church Council

Staff

Principal  
Mr Mark Rathjen

Class Teachers:
Reception  
Mrs Andrea Rathjen
Year 1  
Mrs Claire Derrington
Year 2  
Miss Heidi Schutz
Year 3  
Mrs Petria Low / Mrs Belinda Fox
Year 4/5  
Mrs Kathryn Watkins (Term 1)
Year 4/5  
Mr Trevor Burmeister
Year 5/6  
Mr Matt Eldridge
Year 7  
Miss Rebecca Geue
Physical Education  
Mrs Penny Rawinski
The Arts  
Ms Lauran Clayton
Teacher-Librarian  
Miss Bronwyn Wilson
PYP Coordinator  
Miss Bronwyn Wilson
Learning Support Coordinator  
Mrs Sarah Smith
Indonesian Language Teacher (ELC-7)  
Mrs Megan Thomas (from Term 2)
Out of School Hours Care (SPLOSHC)  
Mrs Natalie Morris

Non Teaching
Business Manager  
Mrs Karen Howell
Receptionist/Admin Assistant  
Mrs Samantha Smith
Enrolments Officer/School Secretary  
Mrs Deb Bahnisch
Lutheran School Officers (curriculum)  
Mrs Liz Bird
Mrs Anne Dangerfield
Mrs Angela Graetz
Mrs Mary-Ann Mickan
Mrs Sharon Smith
Mrs Ros Green

ELC & SPLOSHC Accounts  
Mrs Barbara Rohde
Maintenance  
Mr Chris Smith
Chaplain  
Mrs Nona Gregory

Early Learning Centre
Director  
Mrs Diana Gaskell
Teacher  
Mrs Sarah Midson (on leave)
Teacher  
Mrs Leanne Schulz
Co-educator  
Mrs Emma Clarke
ABSENT CHILDREN

Parents are to inform the school if a student is to be away for any period of time. This can be done by sending an email to admin@stpeterslutheran.sa.edu.au, completing an absentee form via the Skoolbag app (eForms), phoning the school or sending a note with a sibling of the absent student. The best time to ring the school is between 8.30 – 9.00am.

While we appreciate that parents are busy in the mornings, it is important that the school is informed as soon as possible of the student’s absence. Advising the school of your child/ren’s absence avoids the necessity for the school to contact parents concerning a student’s absence.

In the event that a student is absent and we have not been informed, for your child’s safety and protection, the Receptionist will contact you to confirm the reason for the absence.

If students arrive late to school (even marginally), that is after 8.45am, they are required to come in via the school office and sign-in. Again following this procedure avoids the necessity for the school to contact parents regarding absence.

Extended Absence
Requirements under the current Education Act mean that students who are on leave from school must seek approval through the school using the Application for Exemption Form A (available at the school office). For temporary exemptions less than one month or for a family travel/holiday up to 12 months, exemptions may only be approved by the Principal. NB School fees still apply during any absence unless approved by the Principal.

ACCIDENT INSURANCE

Currently all St Peters Lutheran School students are covered through the LCA Insurance Fund.

ASSESSMENT AND REPORTING

Assessment
Student progress and attainment is assessed regularly using a variety of methods...

- student product analysis
- curriculum related assessment tasks
- teacher observation
- standardised tests
- student/teacher interviews
- student self-assessment
- outcomes checklists
- developmental continuum referencing

Student progress is continuous and as such is continually assessed and reported on throughout the year. This practice provides regular feedback to students, parents and teachers so that all concerned have the opportunity to be active and informed participants in the learning process.

Reporting
Report Folders
The report folder provides a record of student effort and achievement in all areas of school curriculum and life, as well as a dynamic means of three-way communication between parents, students and teachers.

Each student has his/her own report folder which is taken home periodically throughout the year. It is intended that the contents of the report folders will assist parents to reflect on effort, experiences, progress and achievements in a meaningful and purposeful manner. It is anticipated that parents will use the information to celebrate their child’s achievements and encourage their children to set positive goals and work towards them throughout the year.

The value of the report folder is greatly enhanced when parents...

- read it together with their child
- ask questions
- give feedback
- praise genuine effort and achievement
- assist in goal setting when improvement is needed
- read to their (junior primary) child any comments from the teacher
- write comments or questions as appropriate
- sign the sheet provided to show the teacher that they have seen it.
Parent/Teacher Conferences
Parent participation in student learning through active communication and co-operation with teachers is encouraged.

Teachers are available, by appointment, whenever parents wish to discuss their child’s learning.

Parent/teacher conferences are held during term 1 (compulsory) and terms 2 and 4 (negotiated). These provide another opportunity for parents to meet with class teachers.

Student Led Conferences
These are held near the end of Term 3 each year.

BAPTISM
Lutheran beliefs about baptism are taught as part of the Christian Studies program. Lutherans believe that baptism is a gift from God through which we become members of God’s family and receive forgiveness of sin, eternal salvation and saving faith. Students who are not baptised may at times express a desire to be baptised. Parents who wish their child to be baptised and/or would like more information about baptism, should contact their class teacher and/or the church Pastor.

BIRTHDAY INVITATIONS/CHRISTMAS CARDS
If students bring birthday party invitations or Christmas cards to school to distribute, they must be given out by the classroom teacher. These go into the class communication box at the beginning of the day to be distributed by the teacher at the end of the day, along with other notices. Birthday invitations and/or Christmas cards will only be distributed by the school through the classroom teacher if there is one for every child in the class. Where invitations or cards are only for some members of the class they will not be distributed through the school, and will be sent home with the child. This avoids the distraction party invitations or Christmas cards can create and also protects the feelings of those who are not on the list.

BYOD (BRING YOUR OWN DEVICE)
St Peters has a practice where students from Years 3 - 7 are encouraged to bring to school a portable computer device to assist them with their learning (this could include iPads, tablets, laptops, etc). Students are able to log-in to the school’s wi-fi and connect securely. Security protocols are identical to all school-owned computers on campus (see ‘Information Communication Technology’). Parents are responsible for insuring their devices, as they remain the property of parents. Students bring their own device at their own risk as outlined in the BYOD policy and protocols, which are shared and discussed on various occasions with parents and students.

CLASS SUPPORT COORDINATORS
The St Peters Lutheran School Class Support Coordinators are a small group of parents from the school community, including the Principal and the Chaplain, whose primary responsibility is to provide support and physical care for families of the school. In all ways, this support group seeks to uphold, further and promote the aims and objectives of the school. Information regarding Class Support Coordinators for 2016 will be provided to families early in the school year.

COMMUNICATION
At St Peters there is an emphasis on staff and parents working together for the benefit of the students.

A range of strategies have been developed to assist parents to be involved in their children’s schooling and have an understanding of the learning process.

We encourage you to meet with your teacher whenever you wish to discuss your child’s learning. These discussions are very important and therefore cannot be held during the busy drop off and pick up times when teachers are attending to the needs of the group. Please make an appointment so the teacher can meet with you at a time when she/he can give you her/his full attention. Appointments can be made by writing a note in your child’s diary or
phoning the school secretary, who will pass the message on to the teacher to make contact.

**Sharing Concerns and Issues**
St Peters Lutheran School welcomes suggestions and comments from parents, and takes seriously concerns they may raise.

We wish to ensure that...
- Parents wishing to express a concern know how to do so
- We respond to expressed concerns within a reasonable time and in a courteous and efficient way
- Parents realize that we listen and take their concerns seriously
- We take action where appropriate.

**How should I express my concern?**
You can talk directly to the member of staff concerned, write a letter or telephone. Be as clear as possible about what is troubling you. They may be able to sort things out quickly with the minimum of fuss.

**I don't want to complain as such, but there is something bothering me**
The school is here for you and your child/ren, and we want to hear your views and your ideas. Contact the member of staff as described above.

**What will happen next?**
If you raise something face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction.

If you have expressed a concern or suggestion in writing, we will contact you within five working days, to respond to your concerns and explain how we propose to proceed. In many circumstances, the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which you will receive a response. If a detailed exploration of the issues is needed, a letter or report will be sent to you as quickly as possible. It will explain the conclusion, the reason for it and any action taken or proposed.

**What happens about confidentiality?**
Your concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. In some instances the Chairperson or School Council may also need to be informed. It is the school’s policy that concerns expressed by parents should not rebound adversely on their children.

We cannot entirely rule out the need to make third parties outside the school aware of the concern and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk or it became necessary to refer matters to the police. You would be fully informed.

While information relating to specific concerns will be kept confidentially on file, we would point out that anonymous complaints may not be pursued.

**What if I am not satisfied with the outcome?**
We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered. If you are not satisfied, the Principal will offer to refer the matter to the Chairperson of the School Council. The Chairperson will call for a full report from the Principal and will examine matters thoroughly before responding. This may result in a positive solution, but if it does not, the Chairperson will invite you to a meeting, where we hope we will be able to satisfy your concerns.

Following this if there is still a concern at the local level, the matter will be referred to the Lutheran Schools Association office where mediation may be provided.

**At St Peters we are continuously evaluating what we do and recognize and acknowledge your entitlement to express your concerns and ideas as we work with you in the best interests of the students in our care.**

**Communication Bag**
Each student has a communication bag, which is taken home and returned to school daily. This is used for...
- readers
- newsletters
- diaries
- notices
- bank books
- forms, etc.
**Newsletters**
The school newsletter is distributed by email each Thursday afternoon unless parents specifically request a hard copy. Classroom teachers will also publish separate class newsletters regularly (at least fortnightly) which will contain information directly related to classroom programs and practices and may also include students’ work. These newsletters are increasingly being sent via email or other forms of eCommunication.

These newsletters are our main form of communication and contain essential parent information so please read them carefully.

If you have any problems accessing the Thursday school newsletter please contact the office or if it pertains to the class newsletter, see the class teacher.

**Diaries/Communication Books**
All students have a diary or communication book in which homework and minor notices to parents can be written. Parents should also use the diary as an effective means of communication, explaining absences and unusual circumstances or situations to the teacher. Parents/guardians should initial or sign the diary every day to indicate they have received messages and checked children’s homework.

**Building Relationships**
There are many opportunities to relate informally and build relationships with other parents and staff at St Peters. These include...
- social activities as organised by the P & F Association
- attending family services
- attending information evenings
- attending special school functions
- staying after weekly chapel services for tea/coffee
- attending working bees.

**Class Information Evenings**
Each classroom teacher will hold an Information Evening early in the school year. The purpose of the evening is for the teacher to outline to parents school policies and classroom procedures.

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**COMMUNITY WORSHIP SERVICES**
Each class actively participates in a Sunday Community Worship service at our supporting congregation, St Peters Lutheran Church, once per year. The purpose of this is for all students and their families to participate in a worship experience with the St Peters congregation, and to promote greater awareness and a strong positive relationship between our supporting congregation and the school. Parents are encouraged to support these events.

**DENTAL CLINIC**
The South Australian Dental Service provides dental care for students at the GP Plus Health facility at Marion, located at 10 Milham Street, Oaklands Park, 5046, adjacent to the Marion Cultural Centre and the Marion Swimming Complex.

Parents need to contact the clinic direct to make an appointment for their child. An enrolment form will then be completed on arrival at the clinic.

For information about appointments and fees, contact the Marion Dental Clinic GP Plus Health Care Centre on telephone 7425 8400. The clinic is open Monday to Friday from 8.30am – 4.20pm. Alternatively, visit www.sadental.sa.gov.au

**DUTY OF CARE**
St Peters staff members are required to take reasonable care to ensure the safety of students within their care and protect them from predictable, obvious dangers.

Parents can assist by ensuring that the school is informed about their child’s medical history (refer Student Medical/Asthma Information forms) and any conditions, which make him/her more vulnerable in particular circumstances. Medical and consent forms for excursions and camps must be returned before students will be allowed to leave campus.
Parents are asked to ensure that their children are never at school unsupervised. Teacher supervision begins at 8.30am and ends at 3.30pm. Teachers are on duty in their classrooms from 8.30am. Children arriving at school before 8.30am or not collected by 3.45pm will be sent to Before/After School Care and the standard fee will be applied. Students collected during the school day (eg, for appointments or due to illness) must be met at the classroom, office or sickroom.

**Sign In – Sign Out**
As part of increased awareness of where each student is at any time, and to comply with government accountability requirements regarding student attendance, parents/caregivers are required to “sign in” or to “sign out” students on the Student Movement Register who are arriving or leaving school at times other than 8.45am and 3.00pm.

This register is kept at the school office and we request parents/caregivers fill this in when they bring or remove a student from any classroom, together with the reason for the absence.

Your cooperation will support us with our duty of care and help us to comply with government accountability requirements.

The playground is out of bounds before and after school. Parents are requested to ensure that their children including younger siblings, do not climb on the balustrades, run along paths or play on any equipment or at the ‘wodlis’. Teachers can be placed in an awkward position when they see students not abiding by school rules and need to take disciplinary steps while they are in the care of their parents.

**Student Behaviour Management at Out of School Hours Functions**
At any out of school hours function, parents, rather than school staff, will be responsible for managing their children’s behaviour. This behaviour should at all times comply with the school’s Behaviour Management Policy as outlined in this Handbook. Students need to be supervised by their parents at all times as they have a legal responsibility to ensure that their child’s behaviour does not put anyone else at risk.

**ENROLMENT**

**Progress through the School**
Since emphasis is placed on student centred learning and individual progression, promotion through the school is based on student’s development as determined by our continuing assessment procedures.

**Reception**
The progress of each child will be reviewed at the end of Term 3 of their Reception year, taking into account their academic, social and emotional development. If necessary, consultation will occur between the Principal, classroom teacher and parents to determine the child’s progress through Reception. Parents are strongly encouraged to accept the school’s recommendation.

**Other Year Levels**
If, in the opinion of a class teacher or parent, a student is not ready to progress to the next year level, consultation would occur with the Principal, classroom teacher and parents regarding the possibility of the student repeating a year level.

Similar consultation would occur where students whose high ability and achievement may indicate they would benefit from accelerated progression. The year level which best suits the academic and social needs of the student will always be the one recommended.

**Termination of Enrolment**
The Principal, after consultation with relevant staff members, may terminate the enrolment of any student should the continued involvement of that child be regarded as prejudicial to the distinctive aims of the school and/or detrimental to other students.

**Class Size**
The School Council has a policy which the Principal in co-operation with other staff administers. Class sizes are currently limited to 28 students. From time to time circumstances arise that require exceptions to be made (e.g. students repeating a year).

**Students with Special Needs**
If it is ascertained that a prospective student would need support during the education process at St Peters, the following procedures will be followed:
• A support group, including special needs consultants, the classroom teacher, the Principal and parents will participate in the assessment procedure.
• Special needs consultants, the classroom teacher and the Principal will collect information to determine needs and the amount of support and resources needed for the student. This may include visits to appropriate centres the student has attended, contacting other personnel or professionals who have worked or are currently working with the student.
• The student may have trial visits to the school. Data will be collected by the classroom teacher and the Principal during the visit.
• Data collected during the entire process will be collated and form the basis of the Student Support Plan if the enrolment is accepted.
• An interview with parents, student and Principal is conducted.
• Parents will be notified in writing of the decision regarding the student’s enrolment at St Peters by the Principal.

**Enrolment Fee**
On acceptance of any enrolment offer, a non-refundable enrolment fee is payable. The return of the enrolment form together with the enrolment fee to the school confirms the enrolment.

**Leaving the School**
In the event of leaving the school, parents/caregivers of existing students must give one term’s notice in advance in writing to the Principal. Where this is not adhered to, one additional term’s fees will be payable.

**EXTRA CURRICULAR ACTIVITIES**
Students at St Peters Lutheran School are offered a range of co-curricular and extra-curricular activities in which they can participate. These activities may be offered before or after school or during the lunch break.

*Extra-curricular Activities offered to our students are in the following main areas:
  • Arts/Music
  • Sport
  • ICT
  • Mathematics

• Environment (eg, Gardening)
*These may change from time to time due to student interest and available staff or parent support.

**FIRE/EMERGENCY EVACUATION**
Students are walked/talked through our procedures during the first weeks of the new year. A practice drill occurs each term. The assembly point will be determined by the type of emergency, but generally anyone within the school when the alarm sounds, is to proceed via the closest exit to the assembly point on the hard play space.

In accordance with our *Bushfire Management Plan (BAP), each student’s named hand-towel, supplied by parents/caregivers in a plastic zip-locked bag with the child’s name clearly marked in permanent pen on the outside top of the bag, will be kept in the classroom’s bushfire safety kit and will be very important for your child in the event of a bushfire impacting our school.

*See the school website for the full Bushfire Action Plan.

**FOOD**

**Sharing Food from Home**
A number of students in our school community suffer from serious allergies to a range of food. For that reason we have a policy in the school that students must not share food and that is closely monitored. We also cannot share with the class, birthday cakes or any other food treats from home for any other purpose.

**No Nut Policy**
Students’ health is of paramount importance. Several students in our school have an allergic reaction to nuts, which could be life-threatening. We ask that all families refrain from sending nuts or any other food containing nuts to school for their children’s recess or lunch. This includes food like peanut paste, nutella and bars including nuts, as even the smell of these can trigger a serious reaction in some students. We understand the challenge in this for parents and your understanding and cooperation is greatly appreciated.
No Food in Classrooms
The school has a policy that no food or drink (other than water) is to be kept in classrooms. This is in line with our intention to do all that we can to keep the classrooms free of mice, ants and cockroaches. We encourage parents to store their children’s lunches in cool packs, a great variety of which are available from all supermarkets. We would also encourage parents to teach their children to close their lunch box properly before they return it to their bag, and then zip their school bag closed. We have had occasions when birds and mice have gone through students’ bags that have been left open.

Healthy Eating Snack (Brain Break)
It is important to eat a variety of fruit and vegetables every day. Research has shown that eating healthy food during the morning assists student concentration and energy levels and with this in mind, St Peters provides opportunity and strongly encourages students to bring a healthy food snack to be eaten in the morning at approximately 10am. Students are asked to bring a small serve of either fruit or vegetables that are peeled and ready to eat in a small plastic container or snap lock bag to school every day. Teachers will not be expected to peel or prepare any food that is brought to school. Any processed food such as muesli bars, rollups, fruit tubs, fruit boxes, yoghurt etc is NOT permitted and students who bring these types of food for Brain Break will not be permitted to eat them then. They can be eaten later for recess or at lunch time.

Suggested Suitable Foods – a small serve of celery sticks, cut up apple, cut up cucumber, banana, grapes, snow peas, strawberries, cut up capsicum.

Special Food Days
The Parents and Friends organise special food days for our students from time to time. These are advertised in the school newsletter.

HOMEWORK
Class teachers outline their expectations and procedures in regard to homework during the Class Information Evenings early in Term 1. Parents are encouraged to support the homework program as outlined and communicate with the classroom teacher directly or via the student’s diary whenever queries arise.

INDONESIAN
All classes participate in weekly Indonesian lessons, which focus on cultural appreciation and language acquisition.

INFORMATION COMMUNICATION TECHNOLOGY
Information Communication Technology has become an integral part of teaching and learning in the modern classroom. There is a bank of computers in the Resource Centre and each classroom has access to several computers. There is also a class set of iPads for younger students. Students from Years 3 - 7 may bring their own devices (see ‘BYOD’). All of these are used to teach our students to use technology as a tool for learning.

Computers and devices are used to support the teaching programme and for teaching specific information communication technology skills.

All computers are networked and have access to the internet.

All students from Years 4 - 7 will be issued with a set of headphones with USB attachment. This is included in the stationery booklist.

Responsible Digital Citizenship
All students at St Peters are instructed and involved in decision-making with regards to appropriate use of computers and the internet. Students are taught how to be responsible users and the consequences for inappropriate usage are made explicit. In addition, students are explicitly taught what to do should they inadvertently access any inappropriate sites.

Firewalls and Filters
Our evaluations show that whilst most firewall products offer a level of protection, none can be relied upon as a complete solution. We have employed a number of strategies designed to protect students. Filtering software is used to control, monitor, filter and block inappropriate material being accessed on the school’s computer network.
**LOST PROPERTY**

Named articles will be returned to the student via the communication box. Un-named articles of uniform will be held in the lost property box in the administration area for one month. After this period all uniform articles will be forwarded to the second hand uniform shop for sale. Articles other than clothing will be kept for one month and then disposed of.

**MEDICAL INFORMATION**

All St Peters school parents are responsible for providing the school with accurate, up-to-date information about their child’s medical needs. School Family Database information printouts of each family’s details on our computer system is distributed prior to the new school year. Parents are required to check, amend and return these to the office promptly. If any of the information changes throughout the year, parents must notify the school.

*It is essential that the school holds current information at all times.* Separate medical forms are included on each excursion/camp consent form and must be completed and returned for each excursion or camp.

**Infectious Diseases** (see Attachment A)

Guidelines have been drawn up on the premise that students who have been ill with an infectious disease will not return to school until they have fully recovered. The only exception to this rule is that students with certain skin diseases may return once appropriate treatment has commenced.

These recommended periods are issued as a guide to staff and parents and may be modified in individual cases as circumstances warrant. Variation in the recommendations may be warranted in cases of local epidemics.

In cases of doubt, or for guidance about conditions not mentioned on the list, advice should be sought from an appropriate medical officer or health authority.

Parental records of immunisation status of students should be accurate and kept up to date.

All children should be immunised against measles, mumps, rubella, poliomyelitis, diphtheria, whooping cough and tetanus before entry into a school therefore the need to exclude case contacts should not arise.

Non-immunised students who come into contact with students with an infectious disease should be referred to a medical practitioner.

**Student Medication**

Our medication administration procedure is based on the DECS policy and is recommended by the Association of Independent Schools. The aim of using this procedure is to improve the safety of medication administration at school. Improved documentation will reduce confusion over drug administration which could have potentially disastrous consequences.

This affects any student who requires any medication within school hours, i.e. students affected by medical conditions requiring *prescribed or non-prescribed* medications.

To assist us in providing safe medication administration, we have a ‘Medication Authority’ form. This form needs to be completed by a medical practitioner for the administration of any drug – prescription or ‘over the counter’ which is required to be administered within school hours.

This is likely to cause some concern as it may be difficult to remember to have the form with you when visiting a doctor. To help with this issue, we circulate at intervals a ‘Medication Authority’ form within the school newsletter which can be photocopied and kept at home. The form is also available on the school website for easy access. Finally, it may be useful to have copies of the form kept on your child’s file at your family doctor.

If your child suffers from asthma or has a potential for anaphylaxis due to contact with particular allergens, please contact the school office for the appropriate forms which require a doctor to complete. Please check the newsletter for further information. Any questions can be directed to Mary-Ann Mickan (Safety Management Representative).
Sick Room
The sick room is only for short-term use and is the place where sick students will wait to be collected. If a student needs to go to the sick room, parents will be notified immediately so that you can arrange for your child to be collected as soon as possible.

MOBILE PHONES

It is recognised that mobile phones are an important modern day communication tool and a source of security for some students. Some Year 3 – 7 students may in fact have a phone as their BYOD device (see ‘BYOD’ page 2). However, according to the school’s BYOD policy, calls and texts are not to be made while at school. Any outgoing communication may only occur with teacher’s permission and via the school office telephone.

ST PETERS LUTHERAN OUT OF SCHOOL HOURS CARE (SPLOSHC)

The hours of operation are from 7.30 – 8.30am and 3.00 – 6.00pm on school days. The programme is open to all students attending the school. It may be used on a full-time, part-time, occasional or emergency basis. Parents do not need to be working parents as the programme aims to assist families with their general after school childcare needs. The programme may be used when parents are at work, have to attend appointments, become ill or hospitalised, or when other emergencies arise.

Students who have not been collected from school by 3.45pm will go to SPLOSHC from where they will be collected by their parent or caregiver. Students will incur the standard casual fee if collected before 4.30pm.

All students must be registered with SPLOSHC in order to attend. Registration forms are available from the school office and the Out of School Hours Care Director.

Before School Care
This is available from 7.30 – 8.30am. Please contact the Out of School Hours Care Director for more information.

Vacation Care
From 18 January 2016 Vacation care will be available at the school. Bookings can be made via email: holidaycare@stpeterslutheran.sa.edu.au

Student Free Days
SPLOSHC is available on student free days throughout the year. Details are published in the school newsletter.

PARENTS & FRIENDS ASSOCIATION

Parents are strongly encouraged to support the Parents and Friends of St Peters. Every parent of the school is automatically a member of the Parents and Friends Association. The main objectives of the Parents and Friends Association are:

- To play a significant role in building the community spirit of the school. Working bees and social functions provide opportunities for parents and staff to gather together in a spirit of fun and fellowship.
- To foster a spirit of positive fellowship amongst parents, staff and friends of the school.
- To promote a spirit of genuine cooperation between parents, staff and students of the school.
- To provide financial assistance for the development of the school’s facilities and teaching resources.

Parents are encouraged to attend the meetings, and offer their skills and talents as part of the fundraising sub-committees for the benefit of our students.

The Association is responsible to the School Council for all its activities and presents regular reports to this group.

School policy is created by the School Council in association with the Lutheran Church of Australia. Policies are implemented by the Principal and appointed leaders. From time to time the P & F Association may be consulted in relation to development of school policy.
PARENT PARTICIPATION

Families and the school working together for a common good is a crucial aspect of school-life. The school will strive to impart the values and ideals of Christian families and homes. The school’s aims can only be achieved if parents are aware of and are actively involved in programs and activities.

Parents will be familiarised with the theory and practices of the school through…
- visiting classrooms
- newsletters
- acquaintance meetings
- open days/nights
- parent/teacher interviews
- social functions
- attending chapel services.

Parents can support the educational program. Teachers will inform you as to their needs and how to become involved.

Examples are:
- Leading interest talks in class.
- Lending support for excursions/trips.
- Helping with sports events.
- Assisting with art/craft activities.
- Supporting the class reading program.
- Telling teachers about your links with the community (vet, farms, fire station, etc) for possible visits.
- Assisting with preparation of materials.
- Encouraging teachers and communicating positive feedback as appropriate.
- Offering support with the Learning Assistance Program (LAP).
- Encouraging your child to positively participate in special class events.
- Promptly returning notices and supporting the homework program and diary use.

If assisting within the class, please respond to the trust placed in you by the teachers by participating according to the defined procedures and maintaining confidentiality about individual students’ abilities and needs.

It is very important that parents understand that the best way to assist teachers to be effective in their roles is to actively encourage and support them. Much of what we do depends on parents’ positive input.

Parents can participate in decision making through…
- Membership of Committees of the School Council
  - Facilities Development
  - Marketing
  - Information Communication Technology
  - Uniform
  - Finance
  - Out of School Hours Care (SPLOSHC)

PRAYER GROUP

A group of staff members and parents from many different denominations meet regularly to pray for students, staff and parents of our school. This is facilitated by the School Chaplain. Please contact the Principal or Chaplain if you would like more information.

RESOURCE CENTRE

At St Peters we continue to develop a Resource Centre which is the hub of resources within the school. It provides a variety of resource materials to support and compliment the school curriculum and cater for the needs and interests of students and teachers. Texts are for both study and recreational purposes.

Borrowing Procedures

All students are required to use a book bag to protect the books and keep them separate from home and classroom books. Calico bags are issued to all new students each year in their LLL packs. Students have opportunities to borrow at various times throughout the week.

Borrowing Policy

Loans are for two weeks duration, with extensions available upon request. Students are expected to become responsible borrowers by looking after the resources within their care. (Often borrowed books are kept at school, which means parents may never see them). Overdue reminder notices are issued at the beginning of each month. Students cannot borrow if they have overdue books.

At the end of the term the replacement costs of any damaged or lost items are charged to school fee accounts.
Parent Resource Centre Support
Offers of assistance with the processing of resources are always appreciated!

ROAD SAFETY

Please always enter and leave the school grounds from Trevor Terrace and leave intersections and driveways clear of traffic.

Always park in a parking bay.

For students’ safety, they are not permitted to cross the car parks unaccompanied by an adult before and after school.

For students’ safety, ensure that you abide by the speed limits both on and near the school grounds.

It is very useful for you to revise the road and car park procedures with your children, impressing upon them the importance of adhering to them at all times.

SCHOOL BANKING

School banking is operated through the Lutheran Laypeople’s League (LLL). The school relies on parents to use the LLL so that the ‘earmarked deposits’ can be borrowed against at a concessional rate of interest. *(Please ensure you write St Peters Lutheran School Blackwood in the space provided for ‘earmarked deposits’ when filling out the application form for your LLL account).*

The school currently has loans totalling over $2million – if these loans were at a commercial rate of interest, school fees would need to increase markedly to cover the difference.

In 2016, school banking will be conducted on Wednesdays. The passbook and money should be placed in the classroom communication boxes in the morning and the passbooks will be returned the same day.

If you require information regarding the LLL, please visit their website [www.lll.org.au](http://www.lll.org.au) or telephone them direct on 1800 556 457.

SCHOOL DAY

Staff devotion/meeting ......................... 8.10am
Teachers on duty (classrooms) .................. 8.30am
School begins .................................... 8.45am
Recess break ...................................... 10.45am
Recess ends ....................................... 11.05am
Lunch break ...................................... 1.05pm
Lunch ends ....................................... 1.45pm
School ends (staggered) ...................... 3.00, 3.10, 3.20pm
(see Appendix B)
Teachers on duty .............................. until 3.30pm

SCHOOL FEES

School Fees are the primary discretionary source of income for the School, and they are determined annually by the School Council, in consultation with the Finance Committee.

The payment of fees is a responsibility and commitment by families and ensures the School maintains quality education and resources for the benefit of the students.

School Fees include the following major items:
- Tuition
- Art and Technology materials
- Field trips, Excursions and Visiting Performers
- Information Technology
- Student Activity Accident Insurance Cover
- Year Book

Annual School Fee accounts are sent out at the commencement of the year. We provide several options for fee payment, from a full fee payment upfront which attracts 5% discount, to both direct bank debit and credit card plans.

Additional charges may be applied to the school account for camps, sports fees and Year 7 Jackets.

Our building fund helps ensure facilities are maintained at excellent standards. The building fund donation is currently set at $390 per year per family and is tax deductible.

Payment of accounts may be made by cash, cheque, EFTPOS, BPays or direct debit. The School Office is open for payments between
the hours of 8.30am and 4pm. St Peters Lutheran offers instalment payment plans, and all relevant paperwork is enclosed with our fee package.

SEASONS FOR GROWTH

Seasons for Growth is a highly renowned program designed to support children and young people to understand and manage grief that they experience because of a significant loss. This may include family breakdown, death of someone close to them (including pets) and the loss of friends that can happen through changing schools. It is based on the belief that grief is normal and can be a valuable part of life. This program provides students with the opportunity to examine how their grief has impacted on their lives. Seasons has a real and positive influence on those who participate. It runs over a number of 45-minute weekly sessions conducted during school hours.

The School Chaplain is the facilitator of this program at St Peters and can be contacted through the school office.

SERVICE ACTIVITIES

Another feature of life at St Peters is to give the students as many opportunities as possible in Christian Service. It is important not only to create awareness of people’s needs, but also to give students the practical experiences of doing something about it. Many of us live where we may not often meet other people in genuine distress. While the raising of money has been a key component in the field of assisting others, practical activities such as praying for families, visiting sick students, visiting senior citizens’ homes, collecting food for those in need and involvement in the ‘Famine Fighters’ program have proven most meaningful.

The school is often requested to support a variety of community agencies. In fact those organisations flood us with requests on a weekly basis.

As well, students bring requests from their clubs to school. It is impossible for the school to support everyone and therefore it is not in anyone’s best interest to have students and parents selling tickets and goods for their social and recreational clubs on school grounds.

A careful selection of appropriate activities is made at the commencement of the year. This enables us to have an identified program with the flexibility of attending to very special needs should they arise.

The weekly school newsletter will regularly advise of current projects being supported by the students. Please consider assisting those projects and the training of our students in the awareness of those in need and the development of a caring and compassionate attitude.

SKOOLBAG APP

St Peters Lutheran School has recently introduced a Skoolbag iPhone and Android App to help us communicate more effectively with our parent community. Parents are asked to install the Skoolbag School App—it’s free! Progressively during 2016 we will be posting school newsletters, notices, alerts, permission notes and other documents on the Skoolbag App. School information about event dates, cancellations and school requirements will also be communicated directly to parents via the Skoolbag App. Another feature is that parents/caregivers can advise the school directly (via the App) regarding absentee details and updated contact details. This is done via the eForms page on the App.

To install this App, just search for the school name ‘St Peters Lutheran School’ in either the Apple App Store or Google Play Store. If you need help getting started, please contact the school office. If, for some reason, you are unable to access the Skoolbag app via your phone, please let us know and we can add you to a Skoolbag email list.

SMOKING

All persons who use the buildings at St Peters Lutheran School are advised that the buildings and grounds are a smoke free environment at all times.
SOCIAL MEDIA

The St Peters school community shares and celebrates the events and activities of the school where it is able. One such way is through social media. The school has a Facebook page (see St Peters Lutheran Blackwood), Twitter (follow @StPBlackwood) and an Instagram account. (These can also be accessed via the school website.) Here, short snippets and photos of the school in action are shared. The School Principal currently administers these accounts.

SPECIAL ACTIVITIES

Besides the formal curriculum, students are given opportunities to engage in other activities where such activities contribute in a meaningful way to the learning and teaching program. They may include field trips, camps, music and drama productions and workshops with visiting artists. Each class participates in a minimum of three of these activities per year.

SPEED ZONES

Please take care when driving on or near school property. The speed limit on Cumming Street is 40 kph. The speed limit within the school grounds is 10 kph, while a 25 kph speed limit applies on a section of Trevor Terrace and Cumming Street adjacent to the school when children are present.

Please always enter and leave the school grounds via Trevor Terrace and leave intersections and driveways clear of traffic.

STUDENT BEHAVIOUR MANAGEMENT POLICY

Belief Statement

At St Peters Lutheran School we believe that by nature we are all imperfect and need the love, guidance and forgiveness that we receive through our relationship with Jesus Christ. In response to these gifts we seek to love, guide and forgive one another through our actions. The gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing positive student behaviours.

The life of a Christian community is characterised by relationships, which are based on the words of Christ, “Love one another as I have loved you”. This love is demonstrated through what we say, what we think and what we do.

Behaviour Management Goals

The goals of the St Peters student behaviour management program are:

- To assist students to develop positive relationships.
- To assist students to develop effective social skills.
- To guide students to responsibly manage their own behaviour with respect for the needs of others.
- To maintain a school social environment in which each school community member’s right to security, teaching and learning, personal growth and self-esteem is affirmed.
- To assist students to recognise the value of forgiveness.

A Positive Approach

St Peters Lutheran School teachers seek to promote appropriate student behaviour by:

- Establishing positive student relationships.
- Communicating clear expectations.
- Engaging students in appropriate teaching and learning experiences.
- Modelling behaviour which is appropriately responsive to the needs of others.
- Actively teaching social skills.
- Maintaining open communication with parents.
- Rewarding positive student behaviours.
- Consistently enforcing school behavioural expectations.

When students behave irresponsibly, teacher and student through discussion decide whether a student can regain control of his/her own behaviour, or whether the teacher needs to intervene. Teachers intervention would be to lead students to recognise their error, attempt to repair any damage done, realise their need for forgiveness, and plan to behave more appropriately in the future. This may involve
the imposing of consequences as defined within this policy.

**The Role of Parents**

Parents have the primary responsibility for teaching their children to behave responsibly with respect for the rights and needs of others. Teachers have the primary responsibility for managing student behaviour at school during school hours. Where the values and expectations are the same, teachers and parents can actively support one another to the benefit of the child. It is essential that all parents are familiar with the school’s behaviour management policy and can support it. Likewise parents are expected to actively support the teachers’ management of their child’s behaviour or, if they have difficulty doing so, to meet with the teacher concerned with the aim of planning a co-operative approach. The Principal may be invited to join such meetings.

Parents of students with ongoing behaviour problems will be expected to participate in the planning and implementation of an individual behaviour support program in cooperation with the teacher, and other staff members such as the Principal.

At any out of school hours’ function, unless otherwise stipulated, parents will be responsible for managing their children’s behaviour. This behaviour should at all times comply with the school’s Student Behaviour Management Policy, as outlined in this Handbook. Clearly, children should never be out of sight of their parents. Parents have a legal responsibility to ensure that their child’s behaviour does not put any other child at risk.

**Rules**

We believe that it is essential for a school’s behavioural expectations to be clear and known by all so that they can serve as an effective guide.

Our five rules define the school’s expectations in the areas of care, work, communication, respect and safety.

1. **We CARE for each other**

Therefore we will...
- include others in our activities
- respect

- share
  - friendships
  - space
  - equipment
  - ideas and knowledge

- attempt to solve problems **peacefully**
- choose **fair** rules which everyone agrees with and play by them
- show love and forgiveness to those who hurt us
- use appropriate language

**Unacceptable Behaviours**

- unfairly excluding others
- using inappropriate language
- unfairly refusing to share
- ignoring the rules

2. **We will WORK well so we can learn**

Therefore we will...
- do the best we can
- listen
- work co-operatively
- use our rules
- ask for help when we need it
- stay on task
- participate in group discussions
- take risks by ‘having a go’

**Unacceptable Behaviours**

- disturbing others
- being off-task
- ignoring instructions

3. **We will COMMUNICATE with love and respect for one another**

Therefore we will...
- listen to each other
- use courteous behaviour
- speak politely – one at a time
- tell the truth
- be patient

**Unacceptable Behaviours**

- put downs/name calling
- swearing
- answering back
- aggressive tones or body language
- telling lies
• passing on criticisms or spreading rumours
• harassment

4. We will ACT SAFELY by considering others and protecting each other

Therefore we will...
• stay inside set boundaries
• eat sensibly
• wear our hats outside
• take action if feeling unsafe
• move in appropriate ways
• consider how our actions affect others
• use equipment correctly

Unacceptable Behaviours
• hurting others
• going outside of set boundaries
• using equipment incorrectly
• moving inappropriately
• rough play
• being in an area without supervision
• continuing despite being asked to stop

5. We will care for the school and church and RESPECT one another’s property

Therefore we will...
• keep the school and church area free from litter and vandalism
• ask permission to borrow each other’s belongings and listen for the answer
• return equipment responsibly

Unacceptable Behaviours
• damaging school or church property
• borrowing other’s belongings without permission
• leaving equipment lying around
• wasting water and natural resources
• littering and vandalism including drawing/stickers on desks

Consequences of Inappropriate Behaviour
In order to promote consistency in the enforcement of school rules, St Peters teachers adopt a whole school approach in relation to consequences for inappropriate behaviour.

For students with atypical behaviour problems, individual Behaviour Support Plans are implemented in co-operation with parents.

In the Classroom
Each year every classroom teacher works with the students in their class to ensure that everyone is clear about the rules and what constitutes acceptable and unacceptable behaviour in relation to those rules. Together the teacher and the students identify natural and then logical consequences that will occur in response to unacceptable behaviour. Logical consequences may include things like working alone, working during play time, performing an act of community service in the child’s own time. If students continue the behaviour in an unacceptable way, the following steps may be acted upon.

Step One - Time out of the classroom
The student leaves the classroom and is supervised elsewhere.

Step Two - Detention
The student misses the next play period by sitting near the reception desk in the administration building. A detention notice is issued which is to be taken home for parent/s to sign. This is to be returned the next school day.

In the School Yard
Students who are acting irresponsibly in the playground will, depending on the severity or duration of the behaviour, be asked to take time-out by sitting in a designated area within the supervising teacher’s view or undergo more serious consequences as they relate to the behaviour concerned.

Other
Students whose behaviour has seriously affected the safety or well being of other students, or who are repeatedly acting irresponsibly, will be managed in accordance with their individual circumstances and the needs of the school community. The following are examples of responses that may occur with the aim of assisting the student to develop more positive behaviours and repair any damage done to relationships or property:
• Meet with the Principal and complete a written explanation of their behaviour to be signed by parent/s.
• Provide a school community service during play periods.
• Apologise to anyone who has been adversely affected by his/her behaviour directly or via an apology letter.
• Where possible, fix any damage or pay for repairs.
• Undergo any other consequences, which relate specifically to the behaviour concerned.

Individual Behaviour Support Plans
Parents of students who demonstrate ongoing behaviour problems will be invited to participate in the planning and implementation of an Individual Behaviour Support Plan. This may involve consultation with professionals outside the school community and an agreement to a co-operative approach in partnership with the student’s teachers, the Principal and any other participating staff.

When a student’s behaviour seriously disadvantages members of the school community despite the implementation of an Individual Behaviour Support Plan, or when sudden, extreme breaches of the school rules occur, the school reserves the right to invoke suspension or expulsion.

Bullying

What is Bullying?
Bullying is any on-going behaviour that causes embarrassment, pain or discomfort to another. It can be face-to-face or via cyber space, social networks like twitter, facebook etc.

It includes...
• abusive name calling, rude gestures and sarcastic comments
• degrading comments about someone’s culture, religion, gender, appearance or ability
• unwelcome touching or physical violence
• threatening words or actions
• hurtful exclusion of someone from a group or ‘ganging up’ on someone
• saying or writing offensive comments about someone to others, or spreading rumours about others or their families
• interfering with someone’s property by stealing, hiding or damaging it
• forcing others to act against their will.

Social Consequences of Bullying

When students are victims of bullying, they can feel frightened, unsafe, alone, embarrassed and confused. It may negatively affect their learning, confidence or ability to sleep or concentrate. Relationships with friends and family may deteriorate. Students can stop feeling good about themselves or not want to come to school. Victims of bullying can suffer serious long term effects which diminish their ongoing quality of life.

How Bullying Can Be Stopped?
All members of the school community should be involved in developing and maintaining a safe, supportive and nurturing environment that contributes to the development of students sense of self worth, enthusiasm for learning and optimism for the future. Caregivers, students and staff all have a part to play.

Caregivers
Bullying may be very hard to see, and students who are being bullied often don’t like to tell anyone. If they tell anyone, research suggests that it is most likely they will tell their parents or their friends before they will tell a teacher. If students do tell their caregivers they are being bullied it helps if caregivers:
• involve the children in making decisions about what to do
• listen to what their children say

Once caregivers have a clear picture of the situation, contact the school and make an appointment with the class teacher. Caregivers should never try to sort out the bullies themselves. The school will be as concerned as the caregiver to deal with the problem.

Students
If students are being bullied they can...
• ignore it (bullying may continue)
• ask the person to stop the bullying
• talk to the person and explain to them why they don’t like what they are doing
• talk about it with a friend they can trust
• tell mum or dad
• tell a teacher

If students are bullying someone they should...
• stop it immediately
• apologise to the person they may have offended
• seek help in order to reform their behaviour

All students in the community can help to stop bullying occurring by…
• being friendly and respectful to everyone
• looking for signs of bullying in the community
• acting to protect people who are being bullied
• refusing to join in if friends encourage bullying of others
• helping friends to stop bullying others if they are doing so
• reporting incidents of bullying
• listening and helping when victims of bullying confide in you

Staff
Staff will help to prevent bullying by
• working with students to establish and maintain explicit behaviours that will support a positive learning environment
• holding regular class meetings
• defining bullying and strategies for dealing with it should it occur

These measures are supported by a clearly articulated Behaviour Management Policy.

An element of the Behaviour Management Policy related specifically to bullying is Shared Concern Intervention.

Shared Concern Intervention
One of the most effective methods used by schools to resolve bully/victim problems is the Shared Concern Intervention. Research tells us that in most cases, the problem can be solved using this strategy that is most commonly used by staff at St Peters. Shared Concern is:
• A process that models empathy and persists with this modelling until the student who is bullying articulates a concern for the student being bullied.
• A process supporting the student who is bullying to take responsibility for their behaviour
• A process encouraging all students involved towards positive and constructive change.

Should any incidences of bullying occur the first strategy to be employed by the school is Shared Concern. Staff members skilled in the use of this strategy will be responsible for the ongoing procedure in each instance.

STUDENT PICK-UP (after school)

Please refer to Attachment B

SUN SMART

St Peters is a registered Sun Smart school.

Hot Weather Policy
All classrooms are airconditioned, therefore all students stay at school during any hot weather.

Sun Safety
During the months of May to the end of August hats are not required to be worn during brain break, fitness, PE, recess, lunch or for any other outside activity if the UV rating is below 3. The cumulative time on these activities is greater than two hours per week which is essential for Vitamin D absorption and necessary for building strong bones and for general wellbeing. During the months of September to the end of April it is a requirement that hats are worn for all outdoor activities when the UV rating is 3 and above.

We encourage parents to provide their children with a sun block stick to have at school. Teachers remind students before each break to re-apply sunscreen and parents are encouraged to teach their children to take responsibility for re-applying sunscreen at the beginning of each break during the school day.

TERM DATES - 2016

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>(Tue) 2 February – (Fri) 15 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>(Wed) 4 May – (Thu) 7 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>(Tue) 26 July – (Thu) 29 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>(Tue) 18 October – (Tue) 13 December</td>
</tr>
</tbody>
</table>

Compulsory Professional Development Days for Staff
These are held on Monday to Friday (public holidays excepted) of the week before school starts in Term 1 and generally on the first Monday preceding the beginning of each term, and on the day following the last day of each term.
UNIFORM

Official Suppliers
Devon Clothing located at 84 Daws Road, Edwardstown ph: 8373 1776
Open Monday to Friday 9am – 5pm and Saturday 9am – 12noon.

Second Hand Uniforms
The school operates a Second Hand Uniform which is run by parent volunteers. Opening times will be announced in the school newsletter.

General Requirements
To maintain the school uniform closely, parents are asked to assist with the following general requirements...

- Students are expected to wear the prescribed school uniform.
- Summer uniform is to be worn from the commencement of Term 1 and Term 4. (Where the forecast maximum temperature is 20 degrees or below, children may wear the winter uniform).
- Winter uniform is to be worn during Terms 2 and 3. (Where the forecast maximum temperature is 20 degrees or above, children may wear the summer uniform).
- If at any time students are unable to wear the required uniform, parents are requested to notify the school by telephone or letter.
- All articles of clothing must be marked with the student’s name.
- The wearing of sneakers, except for sporting activities, is not permitted.
- The only permissible jewellery is sleepers or plain ball stud earrings and plain watches. Fine linked chains with a cross may be worn under clothing so they cannot be seen. Students may wear earrings in the lobe of ears only. Students may wear one plain gold or silver ball stud earring or one small sleeper in each ear. Students may not wear any form of earring in any part of the ear except the lobe. Students who disregard these rules will be asked to remove the offending earrings, have them kept in safe-keeping by the Classroom Teacher and sent home with a note to parents at the end of the week.
- Hair must be kept neat and tidy. Hair longer than shoulder length must be tied and clipped back off the face. Hair accessories are to be made of the school uniform material. Hair styles should not be extreme. No artificial hair colour should be evident.
- The wearing of nail polish or make-up is not permitted.
- Sandals may only be worn with the summer uniform and without socks.
- Rain-wear – safety yellow raincoat and hat are recommended for safety reasons.
- Sports Uniform - on the day when students have physical education, the sports uniform will be worn to school.
- The sport jacket may also be worn on cold days over the school jumper. It is not a substitute for the jumper.
- Notices will be sent home designating the uniform requirements for students going on field trips. Students not wearing appropriate uniform will not be permitted to go.

Boys Uniform

Summer

<table>
<thead>
<tr>
<th>Shirt</th>
<th>Junior blue and white check short sleeve with logo on pocket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts</td>
<td>Navy Stubbies Flexexpandable (winter trousers are optional in cool weather)</td>
</tr>
<tr>
<td>Socks</td>
<td>Plain white anklets</td>
</tr>
<tr>
<td>Hat</td>
<td>Navy broad brimmed with logo (formal) and navy legionnaire cap with logo</td>
</tr>
<tr>
<td>Shoes</td>
<td>Black lace up (designated brand or acceptable laced alternative) – see details under shoes OR brown sandals (without socks)</td>
</tr>
<tr>
<td>Plus</td>
<td>If weather indicates, junior blue jumper with school logo</td>
</tr>
</tbody>
</table>
Winter

**Tie**  Pinafore check

**Shirt**  Long sleeve white jack shirt

**Socks**  Navy anklets

**Trousers**  Navy long Stubbies Flexpandable

**Shorts**  (optional)

**Jumper**  Junior blue v-neck with logo

**Hat**  Navy broad brimmed with logo (formal) and navy legionnaire cap with logo

**Shoes**  Black lace up (designated brand or acceptable laced alternative) – see details under shoes

**Optional Extras**  Plain navy scarf  
Plain navy beanie

**Girls Uniform**

**Summer**

**Dress**  Junior blue and white check with white trim collar and sleeves

**Socks**  Plain white anklets

**Hat**  Navy broad brimmed with logo (formal) and navy legionnaire cap with logo

**Shoes**  Black lace up (designated brand or acceptable alternative) – see details under shoes

**Plus**  If weather indicates, junior blue jumper with school logo

**Winter**

**Pinafore**  Navy, junior blue and white check with detachable bib (bib attached for Reception – Year 5 / may be detached in Years 6 & 7)

**Tie**  Pinafore check

**Shirt**  Long sleeve white

**Socks**  Plain white anklets or opaque navy tights

**Trousers**  Navy long Stubbies Flexpandable

may also be worn by girls in winter. Navy anklet socks to be worn with long trousers

**Jumper**  Junior blue v-neck with logo

**Hat**  Navy broad brimmed with logo (formal) and navy legionnaire cap with logo

**Shoes**  Black lace up (designated brand or acceptable laced alternative) – see details under shoes

**Mary-Jane’s are NOT acceptable**

**Optional Extras**  Plain navy scarf  
Plain navy beanie

**Sport** – Girls and Boys

**Trackpant**  Navy

**Jacket**  Navy with logo

**Shorts**  Drawstring navy with logo

**Shirt**  Short sleeve navy polo with white pinstripe and logo

**Socks**  Plain white sports

**Sneakers**  Plain white (designated brand or acceptable alternative) – see details under shoes

**Hat**  Navy legionnaire with logo

**Rugby Top**  Long sleeve navy with white trim and logo (optional) – Terms 2 & 3 only

*All students wear the sports uniform all day on their designated PE day

**Jacket may also be worn on cold days over the school jumper. It is not a substitute for the jumper.

**Bag – Girls and Boys**

Navy nylon with PVC base with logo

**Hair Accessories – Girls**

Scrunchies - school uniform fabric

Headbands - school uniform fabric

Hair ribbons - navy blue or white

Hair clips - navy blue or white

Bobby pins
Shoes* – Girls and Boys

(Winter)
Black lace-up Clarks Daytona
Clarks 24 Seven
Clarks Reward

(Summer)
Brown sandal Clarks Booster (brown)

Mary-Jane’s are NOT acceptable.

Sports (white) Clarks Valid (lace-up)
Clarks Vertex (velcro)
Slazenger Topspin (white)

*Provided the shoes are identical, other brands are acceptable.

VALUING SAFE COMMUNITIES

Valuing Safe Communities is an initiative of Lutheran Education Australia. This policy provides a broad framework including procedures and guidelines to cover many aspects of workplace behaviour (anti-discrimination and harassment, bullying, sexual abuse and harassment). All employees and volunteers of the school are required to attend information sessions conducted by a trained facilitator (usually the Chaplain or the Principal).

WALKERS and BIKE RIDERS

The school regards the safety of students as paramount. Therefore students will not be permitted to leave the school grounds at the end of the school day without a parent or other responsible adult, to walk or ride directly home, unless a written agreement is in place. The written agreement, which must be renewed at the beginning of each school year, will be between the school, parent/caregiver and the child and will take account of the child’s age.

Students riding to school are to walk their bike on the school grounds and store it in the racks provided.

WORSHIP

As well as daily class devotions, school worship is held each Friday morning when all those who participate have the opportunity to worship God through praise, song, prayer and hearing his word.

Parents and younger siblings are most welcome to attend and are invited to join the Pastor, Principal, School Chaplain and other parents after worship for a chat over a cup of tea or coffee.

February 2016
**Attachment A**

**Infectious Diseases**

The following are recommended minimum periods of exclusion from school, preschool and child care centres for cases of, and contact with, infectious diseases based on guidelines issued by the National Health and Medical Research Council in December 2005 and the ninth edition of the *Australian Immunisation Handbook*. These guidelines can also be applied to the general community and most workplaces.

<table>
<thead>
<tr>
<th>Disease or condition</th>
<th>Exclusion of case</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Amoebiasis (Entamoeba histolytica)</em></td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Campylobacter infection</em></td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Candidiasis</td>
<td>See Thrush</td>
<td></td>
</tr>
<tr>
<td>Chickenpox</td>
<td>See Varicella-Zoster</td>
<td></td>
</tr>
<tr>
<td><em>Cytomegalovirus infection (CMV)</em></td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis)</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Cryptosporidium infection</em></td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (no organism identified)</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the next 48 hours later</td>
<td>Exclude contacts living in same house until cleared to return by appropriate health authority</td>
</tr>
<tr>
<td>Food poisoning</td>
<td>Exclude until well – no vomiting or diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Glandular fever (infectious mononucleosis, EBV infection)</em></td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters are dry</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Haemophilus influenzae type b (Hib)</em></td>
<td>Exclude until person has received appropriate antibiotic treatment for at least 4 days</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease or condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Head lice (pediculosis)</td>
<td>Exclude until appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until medical certificate of recovery is received, and until at least 7 days after onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Young children and others unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions should be covered by a dressing where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV/AIDS)</td>
<td>Exclusion is NOT necessary. If the person is severely immunocompromised they will be vulnerable to other people's infections</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hydatid disease</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>See School sores</td>
<td></td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Legionnaires' disease</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by an appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after the onset of the rash</td>
<td>Immunised and immune contacts are not excluded. Non-immunised contacts of a case to be excluded from child care until 14 days after first appearance of rash in last case, unless immunised within 72 hours of first exposure during infectious period with first case. All immunocompromised children should be excluded until 14 days after first day of appearance of rash in last case</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well and has received appropriate antibiotics</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment completed and until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease or condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Methicillin resistant <em>Staphylococcus aureus</em> (MRSA) skin infection</td>
<td>Exclusion is NOT necessary unless infected skin lesions on exposed surfaces cannot be completely covered with a dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days after onset of swelling</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>See Viral gastroenteritis</td>
<td></td>
</tr>
<tr>
<td>Parovirus infection (Fifth disease, erythema infectiosum, slapped cheek syndrome)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded, but people who are anaemic, immunocompromised, or pregnant should be informed of possible risk of getting infection</td>
</tr>
<tr>
<td>Pertussis</td>
<td>See Whooping cough</td>
<td></td>
</tr>
<tr>
<td>Respiratory Syncytial Virus</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm/tinea</td>
<td>Exclude until the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ross River virus</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus infection</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of the rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Salmonella</em> infection</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td>See Streptococcal sore throat</td>
<td></td>
</tr>
<tr>
<td>School sores (impetigo)</td>
<td>Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Shigella</em> infection</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shingles</td>
<td>See Varicella-Zoster</td>
<td></td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until medical certificate is produced from appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease or condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Typhoid, Paratyphoid</td>
<td>Exclude until approval to return has been given by an appropriate health authority</td>
<td>Not excluded unless considered necessary by public health authorities</td>
</tr>
<tr>
<td>Varicella-Zoster (chickenpox and shingles)</td>
<td>Exclude until all blisters have dried (usually 5 days)</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded</td>
</tr>
<tr>
<td>Viral gastroenteritis (viral diarrhoea)</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Warts (common, flat and plantar)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough (pertussis)</td>
<td>Exclude from child care, school or workplace and similar settings until 5 days after starting antibiotic treatment, or for 21 days from the onset of coughing</td>
<td>Household and child care contacts (in the same child care group) of the case who have received &lt; 3 doses of a pertussis containing vaccine should be excluded from child care for 14 days from the last exposure to the infectious cases, unless they have already completed 5 days of recommended antibiotic treatment, in which case they may return</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if diarrhoea present</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Yersinia infection</td>
<td>Exclude until no diarrhoea for 24 hours</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
Attachment B

2016 Procedures for Student Drop-Off and Pick-Up

Morning Drop-Off
The Trevor Terrace car park is the only area allowed by the Council for dropping off students. Cars need to enter and exit from Trevor Terrace. This same car park will be used as a Pick-Up zone in the afternoons.

Afternoon Pick-Up
The drive-through Pick-Up zone will be in the Trevor Terrace car park, parallel to the school’s pathway between the garden and the car park. Ideally;
- Pick-ups will be in batches of about six cars. The first six will line up nose to tail, parallel to the school path. Signs designate the six car zone.
- Once the cars have stopped, students will move quickly into their car, preferably using the left hand side doors and without the driver getting out if possible. Obviously this will not always be possible, common sense will need to prevail.
- Once all six cars have moved on, the next six need to drive into the drive-through zone with the lead car ensuring they move all the way to the front, and the procedure repeats.

To help move things on as smoothly and safely as possible, it is vital that students are ready to leave and are in their family groups. Please encourage your children to realize the importance of this.

We need to minimize cars reversing and pedestrians in the car park at this busy time, therefore we have:

Rules
- The drive-through zone is not to be used for waiting for students. If your child has not arrived you can either – move on (without your children) with your batch of six cars and line up again at the end of the line OR park in the parking bays facing Trevor Terrace.
- Students are not permitted to walk unaccompanied to or from a parked car. Drivers will need to leave their car and walk over to get their children.
- Cars will not be able to pass each other if they are using the drive-through zone. Each car must wait for the car in front to move forward (unless a staff member indicates this is safe to do so).

Pick-Up times are 3.00pm, 3.10pm and 3.20pm.
• At 3.00pm - Students in the Reception, Year 1 and Year 2 classes (Mrs Rathjen, Mrs Derrington and Miss Schutz) without older siblings will be collected.
• At 3.10pm - Students in the Year 3 and Year 4/5W classes (Mrs Low/Mrs Fox and Mrs Watkins) without older siblings will be collected with their younger siblings.
• At 3.20pm - Students in the Year 4/5B, Year 6 and Year 7 classes (Mr Burmeister, Mr Eldridge and Miss Geue) and their younger siblings will be collected.

Adhering strictly to these times will help to make things run smoothly and quickly.

Students who have not been collected by 3.30pm will go to the school office. Should they not be collected by 3.45pm they will go to SPLOSHC from where they will be collected by their parent or caregiver. The standard fee per student will apply for students collected before 4.30pm. PLEASE NOTE: There will be no separate fee for students collected before 4pm.

Walkers and Bike Riders – The school regards the safety of students as paramount. Therefore students will not be permitted to leave the school grounds at the end of the school day without a parent or other responsible adult, to walk or ride directly home, unless a written agreement is in place. The written agreement will be between the school, parent/caregiver and the child and will take account of the child’s age. This does not carry over from year to year but needs to be renewed at the beginning of each year.

Walking Parents – Parents who walk to collect their children will need to meet them at the Trevor Terrace car park at the appropriate dismissal time.

Teachers will not be available to meet with parents until after 3.30pm. If parents wish to see teachers after school, they should make an Appointment.

Parking
Limited parking is available in the Southern car park facing Trevor Terrace. (Please refer to map)
Attachment B – 2016 Procedures for Student Drop-Off and Pick-Up