EAST ADELAIDE SCHOOL

PARENT HANDBOOK
2014

Learning for life

PRINCIPAL: Vicki Stravinski
DEPUTY PRINCIPAL: Dora Iuliano
SENIOR LEADER: Lucia Baldino
ADDRESS: Second Avenue, St. Peters 5069
TELEPHONE: 8362 1622
ABSENTEE LINE: 8362 4164
FAX: 8362 0078
Website: www.eas.sa.edu.au
Email: dl.1036.info@schools.sa.edu.au
Dear Parents/Carers,

East Adelaide School has a proud history of providing excellence in teaching and learning over its 128 years. We are a school that provides our students with the educational experiences, which will prepare individuals for the future in partnership with our community.

Our emphasis on learner wellbeing embedded within our focus in creating safe conditions for rigorous learning, sees the development of the whole child, socially, emotionally, physically and academically. Our staff place an emphasis on fostering supportive learning environments in which to provide the challenge for our students to experience high quality learning. The school is well known for its high levels of excellence in academic, artistic and sporting achievements.

East Adelaide is a culturally diverse community with a growing enrolment of students from various cultural backgrounds. This enriches our school community and supports our intercultural understandings and strengthens our cultural diverse identity.

East Adelaide School community is committed to the values of; respect, responsibility, resilience and relationships, which underpin our day-to-day work and are enacted in our daily interactions.

Vicki Stravinski
Principal

OUR VISION, PURPOSE AND VALUES

East Adelaide School Vision:
East Adelaide School is a community that inspires learners to be compassionate, creative and engaged citizens for the future.

Our purpose therefore is to:
- Celebrate the diverse cultural diversity within our community
- Create a safe and supportive environment where provision is made for discovery, challenge and choice
- Facilitate the social, physical and emotional development of each student emphasising personal growth, respect for differences in people, resilience, a sense of social responsibility and care for others.
- Create a dynamic learning community which encourages self-management, curiosity, enjoyment, for each child to achieve their potential.
- Provide learning experiences that promote student initiative, independence, self-discipline and motivation.
- Provide learners with the opportunities throughout the day to work collaboratively, learning from others
- Provide the opportunities for students to use a range of sophisticated thinking skills and engage in problem-solving skills integrated in meaningful ways across all areas of the curriculum
- Provide learning experiences which use information technology in meaningful and creative ways to assist learning

Underpinning our Vision and Purpose are our core values:
- RESPECT – Show care and concern for self, other people, property our environment
- RESPONSIBILITY – Develop a sense of pride and be in charge of yourself
- RELATIONSHIPS – Based on integrity and mutual respect and building community connectedness
- RESILIENCE – Established through purposeful effort, participation, persistence and optimism
East Adelaide School and its community are committed to the values of respect, responsibility, resilience and relationships.

East Adelaide School offers a caring, secure and happy atmosphere in which the specific needs of its students can be met. Students are encouraged to develop positive attitudes about themselves, which contributes to their academic, social, physical, creative and emotional development. Students are encouraged to express their opinions about the school, and contribute to its development, through class meetings, student decision-making bodies, and specific areas of responsibility and leadership roles undertaken as they progress through the school.

A close and supportive relationship between home and school enhances student learning. Open communication and mutual respect are vital in developing this relationship.

As children bring a variety of experiences and learning needs to school we provide a wide range of flexible programmes and methodologies, which enable students to develop at a level appropriate to their ability.

<table>
<thead>
<tr>
<th>SCHOOL TIMES</th>
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<tbody>
<tr>
<td>8:00am</td>
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<tr>
<td>8:30am</td>
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<td>8:40am</td>
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<td>8:50am</td>
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<tr>
<td>10:50 -11:10am</td>
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<tr>
<td>12:40 - 1:30pm</td>
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<tr>
<td>3:10pm</td>
</tr>
</tbody>
</table>

Students are dismissed at 2.30pm on the last day of each term

<table>
<thead>
<tr>
<th>TERM DATES 2014</th>
</tr>
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<tbody>
<tr>
<td>Term 1: 28th January – 11th April (11 weeks)</td>
</tr>
<tr>
<td>Term 2: 28th April – 4th July (10 weeks)</td>
</tr>
<tr>
<td>Term 3: 21st July – 26th September (10 weeks)</td>
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<tr>
<td>Term 4: 13th October – 12th December (9 weeks)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENROLMENT PROCEDURES FOR RECEPTION CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DECD Same First Day policy comes into effect in all schools in 2014. Where a child turns five on or before 30th April, they will start school on the first day of Term One of that year. Where a child turns five on or after May 1st they will start school on the first day of Term One the following year. The minimum age for starting school will be four years and eight months from 2014.</td>
</tr>
</tbody>
</table>


Prior to commencing school, students visit for three half days. Correspondence will be sent to families advising details of these transition visits.

<table>
<thead>
<tr>
<th>BANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank forms for student accounts with BankSA may be collected from the office.</td>
</tr>
</tbody>
</table>
STAFF LIST

Principal  Vicki Stravinski
Deputy Principal  Dora Iuliano
Senior Leader  Lucia Baldino

Room
1  Androulla Vagnoni/Mike Hastwell  Year 6/7
2  Aldo Perilli  Year 6/7
3  Samantha Hutton  Year 6/7
4  Wendy Jeffrey  Year 6/7
5  Georgina Sarantaugas  Year 2
6  Sammi Hickey-Harding  Year 2/3
7  Adriana Sougleris  Year 1
8  Lee Hayes  Year 1
9  Peti Fournakis/Vicki Cardone  Year 2
10  Andrea Aniban  Year 2
11  Julie Day  Reception
12  Lisa Grote/Renee Triantafilakis  Reception
13  Vicki Angel/Anita Matern  Reception
14  Vanessa Murray  Reception
15  Nadia Plawecki  Year 1
16  Tonia D’Aloia/Belinda Robertson  Year 1
17  Eric Kiploks  Year 4
18  Liz Watkins/Mark Vigare  Year 4
20  Lindy Kelvin  Year 5
21  Adele Sfyrios  Year 5
22  Kevin Lloyd  Year 5
23  Lucinda Pengilly  Year 3
25  Tanya Kay  Year 3
26  Tracey Merchant  Year 3

Teacher Librarian  Andrea Tuck
P.E.  Mike Hastwell
Italian  Tonia D’Aloia/Grace Vottari/Rosie Caporaso
Italian (FLMD)  Lucia Baldino
Greek (FLMD)  Patrina Andonopoulos
Mandarin (FLMD)  Chunghuei Johnson
EALD  Deanne Stephanos/Vicki Ford
Performing Arts  Larissa Maher

SSO  Linda Fehlandt  Front Office
Lisa Thornley  Finance
Vicky Zappia  Admin/First Aid
Josh Strauss/Nigel Grant  IT
Bree Harper  After School Sport
Natalia Corbo  Resource Centre
Sue Hall  Classroom
Silvana Antonello  Classroom
Pete Thomson  Classroom
Louis McGowan  Classroom
Nicole Gava  Classroom
Samar Rafi  Classroom
Maria Panetta  Classroom
Graeme Winders  Grounds
Marc Duncan  Grounds

Canteen  Julie Hannah & Lisa Starkey  Managers
OSHC  Francine Schiller  Director
Stefania Cinaglia  Assistant Director
ATTENDANCE AND LATENESS

We believe that student success is determined by good attendance at school. Parent attitude to regular and on time attendance is paramount in avoiding attendance problems. Successful students are well organised and start the day on time.

The school needs to be informed of all absences. This can be done through a phone call to the office on the morning of the absence or through a note in a diary or in person with the class teacher. The school has a dedicated absentee line 8362 4164 to leave a message regarding your child’s absence. Absences longer than three days may require a doctor’s certificate to verify the reason for the absence.

Families requesting permission to go on extended holidays need to complete an ‘Attendance Exemption Form’, which is available through your child’s teacher or the front office. This is required for absences longer than 3 school days. A note is required when the absence is less than 3 days. These notes are kept on file at the school.

Lateness is disruptive to other students in the class and the class teacher. Lateness is recorded when a student is not in class at 8:50am. Students engaged in school duties such as traffic monitors, will not be recorded as late if they are not in class at this time. A Leadership team member will follow up continuous lateness.

BIKES AND SCOOTERS

Students:
- walk bikes and scooters in the school grounds and on the footpaths that surround the school
- place bikes and scooters in the bike racks and use a lock to keep them safe
- store scooters in areas near classrooms as negotiated with teachers
- are only in the bike area when parking or collecting their own bikes and scooters

CLEANLINESS

Students:
- place paper and rubbish in bins
- only eat indoors when supervised by a teacher
- take care with food and drink in the buildings
- do not bring chewing gum to school

BEHAVIOUR EDUCATION

Each class has collaboratively negotiated classroom expectations with their teacher, which reflect the school values. The school values and expectations are displayed in the classroom and students are expected to follow them at all times.

CONSEQUENCES FOR NOT FOLLOWING CLASSROOM EXPECTATIONS

Students who do not follow the class expectations will be counselled. Continued inappropriate behaviour will result in the child being sent to the class "time out" area (an area designated in each classroom within sight of the teacher), a buddy class or if more appropriate, sent to the administration area to be counselled by a Leadership Team member.

When students continually make inappropriate choices, alternative actions will be undertaken, which are in line with DECD policies. The Principal is responsible for the decisions which could include the following measures as deemed appropriate in maintaining the good order of the school and in keeping students and staff safe:
- take home
- internal suspension
- suspension
- exclusion
EXCURSION LEVY

An Excursion Levy covers the cost of all Excursions and Incursions for the year. Classes receive updated records each term indicating the amount of money remaining in the levy. This will be communicated with families on a regular basis.

Class teachers manage the Excursion Levy so that, where practical, it is used to support Excursions across the year.

If more than $5 remains in a student’s Excursion Levy at the end of the year the amount will be refunded by cheque to the family (if requested.) No refund will be made for students who choose not to attend an excursion.

Full payment of the Excursion Levy needs to be made by the end of Term 2. Any issues may be negotiated with a Leadership Team member.

The Excursion Levy will be negotiated with families whose children start school part way through the year.

CANTEEN (KIDS’ PANTRY)

The School canteen is managed by Julie Hannah and Lisa Starkey, with the assistance of parent volunteers.

The canteen provides a range of healthy foods at both recess and lunchtime at a reasonable cost. It also provides Special Lunch Days, and snack foods for special events.

- Canteen price lists are sent home each term; they are also available on the School web site.
- Parents or older students are requested to write the lunch order on a canteen bag and enclose the money.
- Lunch bags may be purchased from the canteen.
- Change will be returned in the bag.
- Ice blocks and snacks may be ordered to avoid lengthy queues at lunchtime.

The Canteen Managers are paid to supervise the operation of the canteen, however to remain viable the canteen needs the help of many volunteers. Most parents volunteer to help on a regular basis, once a month, every second Friday etc. Parents who cannot help on a regular basis are asked to place their names on an emergency roster and fill in when there are insufficient regular helpers.

Interested parents should speak to Julie or Lisa on 8362 5221, or contact the school office.

COMMUNICATION WITH PARENTS

Newsletters
Information about School events, teaching and learning programmes and meetings are provided in the School newsletter on a fortnightly basis. Newsletters are electronically accessed via a link on our website on Fridays. Teachers will also send home class information as appropriate. The School website address is www.eas.sa.edu.au

Telephone, FAX and E-mail
Messages can be passed on to teachers or students via the office. The School phone number is 8362 1622, the fax number is 8362 0078 and the email address is dl.1036.info@schools.sa.edu.au.

All staff members also have their own email address.

Please note that it is not always possible for messages to be passed on to students near the end of the day. The front office staff cannot leave the Reception area to find students who may not be in their classrooms.
Notice Boards
Information is provided on the community notice board in the administration block and various sections around the school. Parents should contact the office if they wish to publicise local community information.

Interviews
As well as informal communication between teachers and parents, formal opportunities are provided throughout the year for discussion about student progress. These include Acquaintance Night, interviews and arranged appointments.
It is important that if parents have a concern relating to the education of their child, they see the teacher as the first port of call. Positive communication between the classroom teacher and the family is a key factor to the happiness and success of children at school.
You are welcome to discuss issues with members of staff at any time convenient to both parties.

Teachers cannot be expected to interrupt teaching responsibilities for discussion with parents; please make an appointment.
Appointments with Senior Staff can be made through the school office.

The Australian Curriculum and SACSA
www.australiancurriculum.edu.au & www.sacsa.sa.edu.au
The Australian Curriculum is used in Mathematics, Science and as of 2013 we will implement the learning areas of English and History. For all other learning areas the South Australian Curriculum Standards and Accountability Framework (SACSA) will be used as in all DECD sites. By the end of 2013 we are expected to report on Science, Mathematics, English and History using the achievement standards in the Australian Curriculum.

Design and Technology
- Critiquing, Designing and Making
- Information
- Materials
- Systems

English (Language, texts and contexts, strategies)
- Listening and Speaking
- Reading and Viewing
- Writing – includes spelling, handwriting, grammar

Health & Physical Education
- Physical activity and participation
- Personal and social development
- Health of Individuals and Communities

Science (Science Understanding, Science as a Human Endeavour, Science Inquiry Skills)
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Mathematics (Understanding, fluency, problem solving, reasoning)
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
Languages – Italian
- Listening
- Speaking
- Reading
- Writing
- Understanding Language
- Understanding Culture

History (*Historical Knowledge and Understanding, Historical Skills*)
- Rec - 2 Curriculum Focus – Awareness of Family History and Community Heritage
- Yrs 3 - 6 Curriculum Focus – Local/National History and use of a range of sources
- Yr 7 Curriculum Focus – World and Australian History, the analysis and use of sources and historical interpretation

The Arts (*Arts practice, Arts analysis and response, Arts in contexts*)
- Music
- Dance
- Drama
- Visual Arts
- Media

Specialist Areas
All students R-7 are involved in specialist lessons in the Arts, Physical Education and Italian.

First Language Maintenance and Development program – Italia, Greek and Mandarin
The School receives funding to deliver a FLMD program offered to students R-7 whose background is of Italian, Greek and Chinese origin. The programs aim to further develop linguistic and cultural skills by offering an additional Italian, Greek or Mandarin lesson each week.

English as an Additional Language or Dialect
The English as an Additional Language or Dialect programme (EALD) is for children from non-English speaking backgrounds who are assessed against state-wide criteria for eligibility for support through oral and written pieces or work. The programme aims to assist students by developing their English language competence and therefore helping them to participate in their class curriculum programme.

At times, it will be recommended that further support for a child be sought from a Bilingual School Support Officer to enable the child to communicate with a teacher who speaks the same language. This support, when available, enables the development of concepts and the development of the use of English language to be structured on a more individual basis. They are also able to help with interpreting and communicating with parents.
Creative Thinking
The development of Thinking Skills is essential to support student learning. Teachers integrate these strategies across the curriculum. Students at East Adelaide School can expect to be exposed to the following strategies to support the development of these skills.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Key Strategy</th>
<th>Thinking Tools to be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>De Bono’s Six Hat Thinking</td>
<td>Red hat/Yellow hat/Black hat</td>
</tr>
<tr>
<td>1</td>
<td>De Bono’s Six Hat Thinking</td>
<td>Blue hat/Green hat/White hat Evaluation/Cauti...</td>
</tr>
<tr>
<td>2</td>
<td>Extended Brainstorming Introduction to Thinkers’ Keys</td>
<td>Flexibility/Fluency/Originality/ Elaboration Brainstorm/Reverse/Alphabet/ Question/What if</td>
</tr>
<tr>
<td>3</td>
<td>Questioning Techniques 6 Hats Pt.2</td>
<td>Open &amp; Closed/ Fat &amp; Skinny / Q Matrix / Matrix cubes</td>
</tr>
<tr>
<td>4</td>
<td>Thinkers’ Keys</td>
<td>Construction / Interpretation /Bar /Different uses Prediction / Picture / Ridiculous / Commonality/ Inventions / Alternatives / Forced Relationship / Combination / Brick Wall / Variations / Disadvantages</td>
</tr>
<tr>
<td>5</td>
<td>Graphic Organisers Bloom’s Taxonomy</td>
<td>Concept mapping / Fishbone / Venn Diagrams/ Mind Mapping / Simple Webbing Remembering / Understanding / Analysing/ Applying / Evaluating / Creating</td>
</tr>
<tr>
<td>7</td>
<td>Creative Problem Solving Multiple Intelligences Left/Right Brain</td>
<td>MI and learning styles / learners</td>
</tr>
</tbody>
</table>
Information and Communication Technologies (ICT)
At least one computer (with internet access) and is available in every classroom. Teachers also use Smart Board technologies, IT Suite, computer pods, netbooks and ipads to enable all students to work with computers. ICT is utilised as a learning tool to access and critically select information, connect, research, publish and further extend and expand student knowledge, understanding and skills.

Gifted and Talented Programmes
All students have gifts and talents that need to be identified and fostered. We use a variety of methods to identify such gifts and talents including:
- Observation of students
- Use of standardised language, maths and general ability assessments
- Teacher assessments of students’ ability
- Formal assessment of students' ability by Educational Psychologists both Private and DECD

In general this school provides an environment that encourages, respects and rewards student achievement and endeavour both within and outside the school. The following are examples:
- Teaching and learning programs within a differentiated curriculum
- Student directed learning
- Community, state, national events such as
  - Chess
  - Debating
- Intra and interschool sporting events including SAPSASA and orienteering
- Arts events including Choir and music festivals.

Supporting Students with Learning Needs
The School is committed to providing programs that assist students. Specific learning difficulties require special programmes. Individual and small group programmes are coordinated by staff and Student Support Officers. If necessary, assistance is obtained through the Regional Disabilities Support team.

Co-ordination Program (Fun and Games)
This programme provides additional encouragement for Reception children in their development of coordination skills.

DENTAL SERVICE
The South Australian Dental Service provides a range of dental services for children at clinics throughout Adelaide. Dental care is provided by dental teams comprising of Dentists, Dental Therapists and Dental Assistants. All children from birth up to 18 years of age are eligible for care with the School Dental Service. Fees may apply. For information about enrolment, contact your local School Dental Clinic. Magill School Dental Clinic contact number is 8333 0707.

LOST PROPERTY
Lost Property is kept in the downstairs corridor of the double storey building. Please check the lost property regularly. Please ensure that all items are clearly labelled including all clothing, lunch boxes and lids, drink containers, school bags, hats etc. The Out of School Hours Centre also has a Lost Property collection.
GRIEVANCE PROCEDURES

East Adelaide School Grievance Procedures provides guidelines for parents/carers, students and staff and is supported by The Behaviour Education Policy and Anti Bullying Policy.

At East Adelaide School we are all members of the community who inspire learners to be compassionate, creative and engaged citizens for the future. We expect all students to learn and play in a safe environment that is free from harassment or bullying. In line with the school values we have high expectations of students to be respectful and responsible community members. Positive relationships between our school and its community give our students a greater chance for success. At times students, parents and staff may have concerns about what has happened at school. The following guidelines may assist to resolve problems proactively.

We believe that the parent/teacher relationship is the most important relationship in supporting the ongoing success of the child at school hence when a problem arises the teacher must be made aware of it by the parent before the matter comes to a member of senior staff. Lucia Baldino line manages the Early Years team, Dora Iuliano the Primary Years Team and Vicki Stravinski the Middle Years Team and Specialist teachers.

Each senior leader is responsible for assisting in the process of resolving issues (after teachers have been made aware), of their corresponding areas of line management. We are expecting that matters will be addressed at the time issues arise and not at the end of the school year.

It is important that grievances are kept confidential and positive working relationships are restored.

Guidelines for Parents/ Carers

1. Arrange a time to speak to the relevant teacher(s) about the problem (the best time to do this is after school). Negotiating a convenient time to meet will ensure adequate time is set aside to address the problem.
2. Let the teacher know what you consider to be the problem.
3. Allow a reasonable time frame for the problem to be addressed. Five days is the recommended time frame.
4. If the grievance is not addressed make an appointment with the Principal, Deputy or Senior Leader (depending on who is line manager). Let them know details about the problem as they may need to gather information to assist with resolving the matter and in including the teacher in the resolution process.
5. If after these steps, you are still dissatisfied, you may contact the Assistant Regional Director, Viv Rusk on 8366 8864. Viv is based at the Eastern Regional Office at Felixstow.
6. If you have contacted Viv Rusk and are still dissatisfied with the resolution process you can contact the Parent Complaint Unit on 1800 677 435.


DECD Parent Complaint Policy
MUSIC PROGRAMS

The School Choir is available to students in Years 6 and 7.

The School Band/Ensembles consist of interested students who learn instruments. These musicians play at school assemblies and other important School events.

Instrumental Music
Parents can arrange tuition for interested students through private music teachers, during school time, which begin at 12.30pm to 4.30pm.
Parents pay for either individual or group tuition. Details are available from the school office. Tuition is available in: piano, recorder, flute, ensemble, keyboard, guitar, trumpet, violin and percussion.

String, Woodwind and Brass Instruction
A limited number of selected students are given the opportunity to learn string, woodwind or brass instruments through a programme funded by the Department of Education and Child Development (DECD). String instrument lessons are available for students in years 3-7. Brass and woodwind lessons are available for students in years 5-7.
Opportunities to join the programme are advertised in the school newsletter.

MONEY MATTERS

SCHOOL FEES AND LEVIES
The school fees for 2014 are inclusive of Materials and Services charges ($345) and the cost for special events and excursions (beginning at $100 per year for Reception – Year 2 students, $120 for students in Years 3 - 5 through to $150 for Year 6 and 7).

All families are requested to make a tax-deductible donation of $50.00 to the School Building Fund and $50.00 to the School Library Fund.

Parents will be invoiced for fees at the start of each year, or when students enrol. If there are difficulties in paying the fee in a lump sum, arrangements can be made through the school office to pay by instalments.

SCHOOL CARD
The School Card Scheme is available to families on low income to assist with the payment of fees however there are strict timelines within which the School Card can be granted. Parents eligible for School Card assistance must read the section below.
The School Card Scheme is administered by the Department of Education and Child Development and provides financial assistance towards the cost of educational expenses to full time students of low-income families. An allowance of $219 for each approved student (commencing in Term 1) will be paid directly to the school. This allowance will help pay for school fees, books, materials and equipment necessary for classroom activities and amenities.

Seeking approval for School Card in 2014 involves completing an application for assessment of eligibility.

Parents must apply for approval for School Card within the first two weeks of the School Year, or as soon as the child commences if beginning later in the year. This must be applied for annually.
Application forms for the School Card Scheme are available from the Community Notice Board in the school office. Further information can be provided by the School Finance Officer, Lisa Thornley.
SCHOOL PAYMENTS
All money is to be paid through the cash register. The cash register is located in the Uniform Shop in the school office, and is open between 8:30am and 9:15am from Monday to Thursday. Students making payments should do so before 8.50am. A receipt will be issued for all payments. Parents or caregivers, who experience difficulty in paying fees or for activities such as camps, are asked to discuss alternative arrangements with a member of the leadership team.

PARENT PARTICIPATION
There are many ways in which parents and caregivers can become involved in school life. If you wish to work in your child's class on a regular basis, discuss your areas of interest with the class teacher. Teachers will send home requests for help from time to time and if you have the time available you are encouraged to become involved. Volunteers who assist in our school are required to undertake a Child-related Employment Screening and attend a Volunteer Training Session at school. Clearance forms are available from your child's teacher or the front office. Parent Volunteers are required to sign in and out via the Classroom Volunteers’ Book and to wear a visitor's badge. Both are located in the classroom.

Resource Centre
Parents help with general tasks and special projects and events.

GOVERNING COUNCIL
The School Governing Council members are elected at the Annual General Meeting held early in Term 1. Council members are elected for one or two year terms, and attend Council meetings and a committee meeting in an area of interest. Current committees are Education, Finance, Sports, Asset and Landscape Management, Out of School Hours Care, and Canteen. Any interested parents can be co-opted onto a committee. Parents are welcome to attend any Council or committee meetings. Dates of meetings are listed in the newsletter. If you are interested in joining a committee please contact the Principal. Nominations for Governing Council are accepted at the AGM.

PARENTS AND FRIENDS
Our school has encouraged a broad base of parent involvement through a system of Class Parent Representatives. Each class has one or two parents who are willing to liaise with other parents in the class to strengthen the social links within our school community. Parents and Friends share the responsibility for welcoming new parents and helping them to become familiar with the new environment.

POLICIES, PROCEDURES AND GUIDELINES
The following policies, procedures and guidelines are now available on our school website.

- Anti-bullying
- Attendance
- Behaviour Education
- Camps and Excursions
- Grievance Procedures
- ICT Acceptable Use Policy and Agreement
- Nut and Food Allergy
- Sun Smart
- Homework
RESOURCES CENTRE

The Resource Centre is an important part of our School. Students are encouraged throughout their schooling to use the Resource Centre as a recreational library and as a source of information. Students are able to borrow before school and with their class groups.

REPORTING STUDENT ACHIEVEMENT

At East Adelaide School student achievement is reported in the following ways:

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Week 3</td>
<td>Acquaintance Night</td>
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<tr>
<td></td>
<td>Week 7-9</td>
<td>Parent / Student / Teacher Interviews</td>
</tr>
<tr>
<td>Term 2</td>
<td>Week 10</td>
<td>Written Report</td>
</tr>
<tr>
<td>Term 3</td>
<td>Week 9</td>
<td>Written Report</td>
</tr>
<tr>
<td>Term 4</td>
<td>Week 10</td>
<td>Written Report</td>
</tr>
</tbody>
</table>

Parents or teachers can request a time for an interview at any time throughout the year. We strongly encourage parents to ensure they follow up with their child’s teacher regularly if they are concerned about their child’s progress.

Students in Years 3, 5 and 7 participate in the NAPLAN (National Assessment Program Literacy and Numeracy) Assessments. Students from Years 3 – 7 are able to participate in other tests on a ‘user pays’ basis.

SAFETY

The area in front of school is out of bounds during school time. Students are encouraged to stay within the red lines.

Safety on the Street

Be sure that your child/ren know how to conduct themselves safely on our busy streets. Warn them against loitering on the way to and from school, visiting friends without permission, going anywhere with strangers.

Bicycles and Scooters

Students who ride bicycles or scooters to school must leave bicycles in the racks. Scooters may be placed in these racks or in an area near their classroom as negotiated with the teachers. Bicycles and scooters must not be ridden in the school grounds or on the footpaths that surround the school. All riders are legally required to wear a helmet, and helmets are compulsory for all school related activities when bicycles are used. All students are expected to padlock their bicycles and scooters. The school is not responsible for bikes or scooters stored in the school.

Traffic Restrictions

The biggest danger to our children is created by parents when dropping off or picking up their children at the beginning and end of the school day! The time when students are most at risk is when parents who are dropping off or collecting children ignore speed restrictions (25kph) around the School, double rank, and allow children to jump out of cars before it is safe to do so. Please

- do not park in No Standing Zones, or across school entrances. Please respect the local neighbours and their right to access to their homes freely.
- do not double park
- ensure that children alight on the footpath side of the car
- always use the Emu crossing when crossing Second Avenue.

ALL STUDENTS CROSSING SECOND AVENUE MUST USE THE CROSSING
**Cars in the School Grounds**
Only service vehicles are allowed to enter the school grounds unless permission is given through the office. There is a car park space in the staff car park, on Westminster Ave, which is available for use by people with a disability.

**SPORTS PROGRAMS**
The out of school hours sports program is coordinated by the School Governing Council Sports Committee. A program of sporting clinics, as well as competitive matches is established each year. Clinics and teams are coached by parents, staff, and professional coaches.
The main sports offered are netball, basketball, football, cricket and soccer.

**Swimming**
Students participate in swimming lessons at the Aquatic Centre in Term 3. Year 6 and 7 students attend aquatics activities.

**Sports Day**
An R-7 Sports Day is held in the first term focusing on the use of physical skills. Students in years 5 to 7 have the opportunity to join our School Athletics team to participate in the District Athletic Carnival.

**STUDENT INFORMATION**
It is essential for the school to have up to date family information. We need this information to contact you in both simple communications and emergencies. It also provides important information about cultural backgrounds and home languages.
It is essential to have accurate information about:
- home address/telephone numbers (mobile, work and home)
- email addresses
- surnames of individual family members
- other contacts and phone numbers
- current medical information, including Health Care Plans (signed by your doctor) if your child has special needs (eg. asthma, diabetes, allergies etc.)
- custodial and access information - please provide a copy of current orders

**Please contact Linda in the office to ensure this information is updated whenever it changes.**
If we are unable to make contact in emergency situations the school will determine the most appropriate steps to provide for the well-being of your child.

**UNIFORM**
We have a School uniform which we actively encourage all students to wear, and which suits the normal range of work and play activities at school.
Items can be bought at the uniform shop Monday to Thursday 8:30-9:15am or Tuesday 3:15-4:15pm. Uniform lists are available on the school website or from the front office. Completed forms may be lodged via email or fax and items will be sent home with your child.
Tops
The Short Sleeved Polo Shirt and Long Sleeved Polo Shirt are royal blue with a white band on the collar and an embroidered logo.
The Long Sleeved Rugby Top is royal blue with an embroidered logo.
The Polar Fleece Vest and Jacket are royal blue with an embroidered logo.

Shorts and Pants
All pants and shorts are navy blue.
The unisex track pants are navy blue (no elastic in the ankle) straight leg. The smaller sizes have a double knee patch and a zip pocket. Navy Cargo pants are also available.
Girls Bootleg pants are available in two weights, the thicker of which includes a zip pocket.
The unisex shorts are navy knit fabric with elastic in the waist and a zip pocket.
Navy Skorts are an option of the uniform.

Pinafore
The pinafore has a button off bib, allowing girls to wear a skirt or a pinafore if they wish.

Hats
We have 3 options of navy blue hats. These include Legionnaire, Broad Brim and Bucket Hats. The Bucket hat is Cancer Council approved and is very popular with the older children. The Broad Brim hat is improved with a quick release safety clip on the neck strap to ensure the child’s safety if caught on anything.

HEALTH

Health
Good health is vital to school progress. Before your child begins school it is wise to arrange a medical check up and make sure that all vaccinations are up to date. Children should be kept at home when there is doubt about their health. A letter of explanation is required for all school absences and should be sent to the class teacher as soon as the child returns to school. Continued unexplained absence is reported by the school to the Eastern Regional Attendance Counsellor. Please ring the absentee phone number 8362 4164 to notify the school on the first day of your child’s absence, preferably as soon as practical in the morning.

Health Support
It is a DECD requirement that we have a current Health Care Plan for all students who need individual health care and support, whether complex, short or long term. A Health Care Plan, signed by you and your health professional must be completed if your child suffers from or needs assistance with:

- asthma
- diabetes
- epilepsy or seizures
- allergies: severe (anaphylaxis) and mild
- mental health issues
- personal care support (eg assistance with continence care, eating and drinking or transfer and positioning)
- special aid or equipment

Severe Allergies
Some students have a severe nut or food allergy which can result in anaphylaxis and can be life threatening. Everyone needs to be aware that nuts and some foods can be highly dangerous for some people. You will be informed by letter if there is a student in your child’s class that has a severe food allergy.
Our Canteen does not sell nut products and we seek your cooperation in avoiding nuts and nut products such as peanuts, cashews, almonds, pistachios, walnuts, coconut, nut muesli bars, peanut paste, nutella and similar products when packing recess, lunch and party food.
Medication
Staff members can assist with medication that is detailed on a current Health Care Plan and Medication Authority. If your child is required to take antibiotics, we have been advised that before school, after school and at night times are suitable times for this to occur.
The school will not give pain relief medication to children except when specifically negotiated with parents through their health professional and detailed on a Health Care Plan and Medication Authority. Analgesics are not kept in the school. School staff cannot administer eye or ear drops.

In cases where medication must be taken during the day the following departmental procedures apply:

- **All medications** including those purchased over the counter must be sent with a Medication Authority and a Health Care Plan. They must be in the original container with a chemist label detailing the child’s name and dose. Please ask the chemist to label the bottle or inhaler as well as the box. Your chemist will also be able to provide you with an empty labelled container in which you can place the dose to send to school.
- The Health Care Plan and Medication Authority must be completed by the prescribing health professional, clearly indicating the medication, dosage and times the medication is to be taken, and signed by the doctor and parent. Asthma and Allergy medication is stored in the First Aid Office, with the exception of Year 3-7 asthma medication.
- In line with recommendations from health professionals regarding independence and self-management of asthma medication, students in Years 3-7 are encouraged to keep their puffer in their school bag and use as required. Puffers must have a chemist label and an asthma care plan and medication authority signed by your child’s doctor is to be provided to the school office. Please see a staff member in the front office for further information.
- Medication can not be administered if past the expiry date.

Further Information
Further information about Health Support and Medication Management can be found in the *Health Support for Families* brochure (included in the parent information pack), the school office or at the CHESS website: [www.chess.sa.edu.au](http://www.chess.sa.edu.au)

First Aid
The school has a First Aid room which caters for basic first aid requirements and provides temporary care until a parent or caregiver is able to collect their child. The school does not have a bed for students to lie down and seeks support from families by collecting their child promptly if they are unwell.

When students attend the First Aid room, parents are notified either:

- by way of a *First Aid Notification Slip*
- by phone if an accident causes concern, especially if there is head or eye injury
- by phone if students are unwell and need to be collected
Communicable Diseases – period of exclusion from school

<table>
<thead>
<tr>
<th>Disease</th>
<th>Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox / Shingles</td>
<td>Children do not attend school until all blisters have dried (usually 5 days)</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Children do not attend until the discharge from the eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis</td>
</tr>
<tr>
<td>Gastroenteritis</td>
<td>Children do not attend school until they have had no diarrhoea for 24 hours</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Children do not attend until the appropriate treatment has started. Any sores on the exposed surfaces should be completely covered with a dressing</td>
</tr>
<tr>
<td>Influenza / Swine Flu</td>
<td>Children do not attend school until well</td>
</tr>
<tr>
<td>Measles</td>
<td>Children do not attend school for at least 4 days from the appearance of the rash</td>
</tr>
<tr>
<td>Mumps</td>
<td>Children do not attend school for 9 days after the onset of swelling</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Children do not attend school until fully recovered or for at least 4 days after the appearance of the rash</td>
</tr>
<tr>
<td>Whooping Cough (Pertussis)</td>
<td>Children do not attend school until 5 days after starting antibiotic treatment, or for 21 days from the start of coughing</td>
</tr>
</tbody>
</table>

A more comprehensive list and further information can be found at: www.dh.sa.gov.au/pehs/youve-got-what.htm

Head Lice

The South Australian Health Commission recommends that hair is checked regularly for head lice. Checking and treating children’s hair is a parent’s responsibility. Sometimes schools offer to arrange head checks if there is a community outbreak of head lice. When head lice are detected in a class, a note explaining eradication procedures is sent home to every family so treatment may occur. If a student is found to have head lice they will be withdrawn from close contact with other children. Parents will be contacted to collect the student immediately so that treatment can be applied. The student can return to school after treatment.

Immunisation

Frequently asked questions and answers:

My child will be attending preschool soon. When is the best time to vaccinate?
Diphtheria/tetanus/pertussis, Measles/mumps/rubella and Oral polio vaccine are due at 4 years of age and it is recommended that children be vaccinated as soon as possible after turning 4 years. In 2003 meningococcal vaccine can also be given at 4 years of age. Please check your child's records to ensure that they are fully immunised as this is an age when some vaccines can be missed.

My child's immunisation records have gone missing. Where can I get a record?
If your child was born before 1996 contact the doctor or immunisation clinic that vaccinated your child. Vaccinations done after January 1996 will be recorded on the Australian Childhood Immunisation Register. To request a copy of your child's immunisation records phone 1800 653 809.

My child's 'blue book' recommends a rubella vaccination at the age of 10-13 years. Is my child meant to have this vaccination?
No, as rubella was included in the second measles/mumps/rubella (MMR) vaccination now due at 4 years of age. (In 1998 there was a catch up programme via the primary schools and most students received the second MMR, which included the rubella).

Should I give my child the chicken pox vaccine?
Although the chicken pox vaccine is not on the free schedule parents are encouraged to immunise their children against the disease. Your immunisation provider can provide the vaccine at a cost.
Where can I get more information about diseases, vaccines and the Australian Standard Vaccination Schedule?
You can access the website http://immunise.health.gov.au or speak to an immunisation provider such as your doctor, local council nurse or local community health nurse. The information is also included in a booklet 'Understanding Childhood Immunisation' which is given to all parents (with their 'blue' book) on the birth of a baby.

YARD SUPERVISION

The yard is supervised from 8:30 – 8:50am and from 3:10 – 3:30pm, as well as during recess and lunchtimes. The yard is unsupervised before 8.30am and therefore students should not arrive at school before that time. Students should leave for home by 3:30pm. A siren is sounded twenty minutes after dismissal to indicate that students should have left the grounds. Students still in the yard when yard duty finishes are brought to the office.

Before and after school yard supervision is at its minimum. Students are encouraged to look for parents and/or caregivers and prepare to leave the school grounds after school.

Lunch is eaten in the rooms, or outside in shady locations and is supervised by teachers.

Students may play in designated areas of the yard:
Yard A  Reception – Year 2 students
Yard B  Year 3 – Year 7 students
Canteen  Reception – Year 7 students
Gym  A variety of activities are offered at lunchtime
Park  Reception – Year 7 students

Students may cross to Barry Messner Memorial Park at recess and lunchtime with the yard duty teacher, and return to school when the duty teacher returns. The Second Avenue crossing is always used.