Parent / Carer Information Handbook

OUR VALUES

Respect, Trust, Honesty, Caring,
Co-operation, Tolerance
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WELCOME

The staff would like to take the opportunity to warmly welcome you and your child(ren) to Modbury West School.

We trust that you will enjoy and appreciate the unique richness and diversity of our student and parent population, as well as the quality of our learning programs.

Starting school or moving to a new school is an important, exciting time for both parent and child. At Modbury West we believe that children’s learning is enhanced when a positive relationship is developed between the family and the school.

A child’s first years at school are important in ensuring success throughout their formal education.

We are committed to working in partnership with parents/carers as we recognise and value the important role that you have had and will continue to have as your child’s first educator.

At Modbury West we provide opportunities for all students to achieve the best possible educational outcomes.

Your child’s teacher and our regular school newsletters will keep you informed about learning programs, classroom activities and school events.

Some of the features of our school include.

- a dedicated caring staff
- a high level of parental/carer involvement
- a supportive learning environment
- a wide range of learning activities
- a strong focus on values, social skills and student well being
- excellent school grounds and facilities
- quality resources, including a range of technologies
- staff commitment to ongoing professional learning

We look forward to sharing in a happy and productive association with you. Please feel free to contact me or any other member of staff should you have any questions or concerns.

Kind Regards
Deb Hancock
Principal
STARTING SCHOOL

Starting school is a big step for young children. At Modbury West School we aim to make the transition from Preschool/kindy to school a happy and successful one.

At any time if you or your child are worried about anything that happens at school please don’t hesitate to contact us.

Your child will need a school bag, library bag, lunch box and a drink bottle.

We expect children to wear the school dress code (see page 8).

Our Uniform Shop is adjacent to the canteen and Mrs Jane Thompson is the Manager. The shop opens Monday to Friday 9:00 am till 12:45 pm.

We believe school dress code provides sensible clothing for the children to wear whilst it also creates a sense of unity and belonging.

An art shirt or smock with elastic neck and cuffs is essential to protect clothing for younger children.

TIME IN RECEPTION

The length of time that children will spend in Junior Primary classes will vary depending on their commencement date. DECS policy states that Reception students who commence school in Term 3 spend 6 terms in Reception.

PLEASE LABEL ALL CHILDREN’S CLOTHING AND ITEMS.

TERM DATES 2011

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
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<td>25/7/11</td>
<td>30/9/11</td>
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<tr>
<td>Term 4</td>
<td>17/10/11</td>
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TERM DATES 2012

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
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<td>16/7/12</td>
<td>21/9/12</td>
</tr>
<tr>
<td>Term 4</td>
<td>8/9/12</td>
<td>14/12/12</td>
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</tbody>
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MODBURY WEST SCHOOL
Wright Road, Modbury
South Australia 5092
Telephone 8265 0900
8265 0743
Fax 8396 1712
Email :info@modwest.sa.edu.au

Please visit our school Website www.modwest.sa.edu.au
THE SCHOOL

GENERAL INFORMATION

The School is a well established school, which opened in 1971 and is situated just off the North East Road near the Tea Tree Plaza Shopping Complex.

Modbury West School caters for approximately 360 children from Reception to Year 7.

The School population comes from diverse backgrounds. Parents/Carers are generally very interested and involved in their children's education and are supportive of the school and its activities.

The School Campus has well established grounds and well maintained buildings and facilities. The Indigenous Garden (Maipattawirra) and our Garden of Dreams are on-going projects that will benefit the community for many years to come.

The School emblem incorporates the leaves and flowers of the South Australian blue gum or Eucalyptus leucoxylon.

SCHOOL ETHOS

The school, including the Out of School Hours Care Program, enjoys an excellent reputation in the local and wider community for its warm and caring approach towards the students and parents in the school. The school is working to improve the high standard it sets for students, staff and parents by striving for excellence in a collaborative and cooperative manner as a “Quality learning community”.

Staff and students enjoy a high morale that results from working towards and achieving common goals. Individual as well as group needs are respected and care is taken to be socially just when developing and implementing our school policies.

The values that we teach and model are:

- respect
- cooperation
- trust
- honesty
- tolerance
- care

The ‘Fish Philosophy’ compliments our values and supports our community relationships. The Fish Philosophy, based on the Pikes Fish Market in Seattle, incorporates the themes of:
- Choose your Attitude
- Make someone’s day
- Be there
- Play

ARRIVAL/DEPARTURE TIME AT SCHOOL

Staff are on duty on the asphalt from 8.30am and students must not be in the yard before that time without a parent. Students who are regularly at school before 8.30am will be sent to OSHC and parents will be charged. School commences at 8.45am. Similarly children should not remain at school beyond 3.20pm unless booked into the Out of School Hours Care Program. Students regularly picked up late from school will be placed in Out of School Hours Care and parents/carers charged the cost of care.
SCHOOL TIMES

Entry to school 8.30am
Entry to class 8.40am
School commences 8.45am
Recess 10.50 - 11.10am
Lunch 12.45 - 1.30pm (first 10 mins eating in room)
Dismiss 3.10pm
Dismiss for holidays 2.10pm

Students who arrive after 8.45 am will be marked as late on rolls.

Children are not allowed to leave the school during the day unless collected by an adult who completes the Early Collection form in the office.

EDUCATIONAL PROGRAM

This school aims to provide all children with a broad and balanced education that prepares them for effective participation in society.

In pursuit of this, we are committed to:

- striving for excellence in all aspects of learning
- enacting principles of social inclusion
- providing a secure and safe learning environment
- fostering co-operation and mutual respect
- involving the community

South Australian government preschools and schools work with a curriculum called the South Australian Curriculum, Standards and Accountability (SACSA) Framework.

THE LEARNING AREAS

ARTS

In the Arts students learn:

- to create art works through practice and experience in dance, drama, media, music and the visual arts
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of dance, drama, music, media and the visual arts
- how the arts are being changed by new technologies
- about the arts industry and the potential career pathways it offers.

DESIGN AND TECHNOLOGY

Design and Technology is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem.

Design and Technology covers engineering, information and communication technology, multimedia studies, electronics, robotics, food and textile studies. Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students ‘make’, they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change.

ENGLISH

In English, students develop their skills as listeners, speakers, readers, viewers and writers.

They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce multimedia texts emerging through the growth of information communication technologies. Students learn to understand and use the English language appropriately in its many forms - spoken, written and multimedia - and as a result will be able to participate in a range of activities in the home, in the community and in the workplace.
HEALTH AND PHYSICAL EDUCATION
Through Health and Physical Education children and students learn about people’s physical, intellectual, emotional, spiritual and social aspects.
This learning area focuses on:
• ‘participation in physical activity’ as compared to ‘fitness’
• the teaching and application of skills in a variety of physical activities
• the importance of safe and respectful behaviours within safe environments
• the importance of understanding oneself in different situations
• food and nutrition
• personal development and group skills.
Through these, students will:
• develop a positive outlook on lifelong participation in regular physical activity
• grow personally and socially in order to benefit themselves and others
• develop understandings and take action about health and its importance for both the individual and the community.

MATHEMATICS
Mathematics is a way of understanding the world through the use of number, measurement and space.
Learners investigate and analyse mathematical problems through investigating, comparing, reflecting, and testing information to work out possible answers. They develop the mathematical skills and understandings that they need in all areas of their lives. They explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning.

SCIENCE
The emphasis in science is on learners developing understandings of the physical and biological world in which they live, and an appreciation of the relationships they have with these worlds.
To do this, learners need an understanding of the use of scientific processes such as investigating, collecting and interpreting information, and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to learners’ success in this area.
Students learn about the sciences involved with the earth in space, energy systems, life systems and matter.

SOCIETY AND ENVIRONMENT
In Society and Environment, children and students increase their understanding, knowledge and skills and develop attitudes and values to help them participate as active and informed citizens in their local and global society.
Learning takes place through a range of disciplines and studies including history, geography, Aboriginal studies, civics and citizenship, studies in religion and environmental education.
Through these studies, learners will develop their knowledge and understanding of:
• the society they live in
• other societies in the world
• the relationships between people and their society, and
• the relationship between society and the environment.
SPECIAL FEATURES OF OUR SCHOOL

STUDENT VOICE

Student Voice describes the opportunities that students have to contribute to decisions made at Modbury West. As a school community we believe that students who feel they have their opinions valued are more likely to engage with their class and others across the school campus.

Student Voice at Modbury West is active through class meetings, student committees and a Management Team, ensuring participatory decision-making is open to all students. Management Team representatives are selected by written application and interview and form the hub of our CTC (Children Taking Charge). The team collects information from class meetings and either deals with the matter or delegates it to action teams. Student Voice in our school is a significant and important part of our democratic decision making process.

STUDENT SUPPORT

Teachers, SSOs and volunteers provide learning support for a range of students.

- ESL (English as a Second Language)
- LAP (Learning Assistance Program)
- Reading Intervention
- Support for students with disabilities
- Support for students with speech or language difficulties
- Support for students with learning difficulties

STUDENTS WITH HIGHER INTELLECTUAL POTENTIAL (SHIP)

Teachers develop programs to cater for the needs of more able students. Staff extend student learning and thinking through tasks that encourage thinking skills and creativity.

MUSIC PROGRAMS

Students are able to access:

- Yr 5/6/7 Choir which culminates in a performance at the Festival Theatre as part of the Primary School Festival of Music.
- Instrumental lessons provided by DECS instructors (4 terms)
- Junior Choir for students in Years Reception to Year 4.

COMPUTING

Modbury West School has a computer network. We have a computer room with Internet access. Each class has at least one lesson a week in the computer room. Children have access to computers in the library and there are two computers in each classroom. All classrooms will soon have an Interactive Whiteboard.

Our aim is for the technology to become a tool for teaching. The children use technology as a Resource Based learning tool, researching on the Internet and Intranet, using CD ROMs and using software to present information in creative ways.

All students at Modbury West School sign a contract, as do their parents/carers, indicating that they will use the Internet safely and appropriately and they are taught this skills to do this.

Staff at the school continue to receive appropriate training to support students to use technology effectively.
DRESS CODE

- All tops and hats are to be plain red or navy blue and must be sunsafe (ie shirts with collars).
- All pants, shorts and skirts to be plain navy blue.
- All accessories (e.g. hair ties) to be plain red or navy blue.
- Any items sold through the Uniform Shop

Unacceptable Attire Includes:

- footwear which is unsafe or does not provide adequate support e.g. thongs
- clothing and accessories which are “loud” or with logos or designs
- make up and nail polish
- jeans
- strappy or sleeveless tops
- all jewellery other than studs or sleepers (in ears) and a watch
- bare midriffs
- the Governing Council would prefer children did not wear coloured hair extensions or dye their hair colours that are not natural colouring

Exemptions:

Principal may negotiate with parents suitable clothing for their children on the following grounds:

- religious
- cultural
- financial hardship
- medical

The Governing Council Dress Code is a requirement of attendance at Modbury West School and it is expected that all students will comply with the dress code whilst at school or representing the school.

Parents/ Carers will be notified if students do not comply with the Dress Code. A Diary/Communication book note is required when a student is unable to wear dress code due to extenuating circumstances.

HAT POLICY

All students are required to wear a plain red or navy blue broad brimmed, legionnaire or the designated bucket hat with the school logo between 1st September to 30th April. Students who do not have their hat will be required to play in the stipulated area in the shade.

HOMEWORK

Learning is a partnership between home and school. Homework activities should cater for the child’s academic, social, emotional and physical wellbeing. In order to achieve these, children need to have a balance of after school activities. We acknowledge the benefits that children receive, and the time commitment required, to be involved in out of school activities, eg play, team sports, drama, art and music etc.

To support their learning, children are expected to:

- Read or be read to every night
- Learn their sight or spelling words

Parents can further support their child by:

- Practising number facts including multiplication tables
- Preparing for oral language presentations (talks/sharing)
- Building on classroom programs
- Completing unfinished classroom activities
- Reading aloud to them

Parents will be informed of homework requirements via the class communication structures, eg communication book, diary, email, Acquaintance Evening.
RESOURCE CENTRE

Our Resource Centre has a wide selection of books (fiction; non-fiction) and reference materials. Staff help teachers and children locate research material and plan programs designed to help children develop their learning. Children can borrow a book every day and may have two books out a time. Children are encouraged to be responsible for the care of these books. The centre is open for borrowing each morning from 8:45am until 9:15 am. Children need a library bag to borrow books. Any material or plastic bag brought from home is suitable.

SPORT

Modbury West offers a wide range of sporting activities. We rely on parents to coach and manage the teams. Most of the sport is played in non-school hours. All of the groups are self-funding and administered by parents. Students are levied at the beginning of the season. Please notify the school if you are willing to coach a sporting team.

We are a member of the South Australian Primary Schools Amateur Sports Association (SAPSASA) and Year 5-7 students have the opportunity to participate in many SAPSASA events. We try to include both girls and boys in all sports. Our emphasis is on participation before winning.

EXCURSIONS, PERFORMANCES AND CAMPS AND SLEEPOVERS

Excursions, and Camps/Sleepovers are an important part of learning. Teachers plan them to complement their educational programs. Most classes will attend at least one excursion in a year. We also book at least one in-school performance each year.

The total cost for excursions and performances in any one year will not exceed $30.00 for each student, over and above any costs for camps and swimming.

COMMUNICATION BETWEEN HOME AND SCHOOL

On going communication between home and school is essential as we work together to support the development of your child. At Modbury West School we use a range of communication forms between home and school. All teachers use a school diary or communication book for daily communication between home and school. Class newsletters are sent home twice a term.

The School Newsletter is published fortnightly and is sent home with the eldest member of the family. It contains information about school activities, meeting dates, various reports, Governing Council matters, community news and student work.

The student reporting structure is designed to provide parents with regular opportunities to view their child’s progress during the year.

OVERVIEW OF REPORTING TO PARENTS

Parent-Teacher Interviews
Parent-Teacher Interviews take place late in Term 1 and are offered again mid Term 3. They provide opportunities for open communication between parents and caregivers, students and teachers about the students’ social development, academic progress and behaviour. The students are valued participants in these meetings. Their views, opinions and ideas are taken into account in developing action plans for the future.

Written Reports
A Written Report comes home at the end of Terms 2 and 4 and provides information on student progress in the areas of study and other aspects of schooling, such as attitude and social skills.

Parents are encouraged to make a time to meet with their child’s teacher at any other time to discuss progress or any issues they may be having.

IT IS VITAL THAT PARENTS / CARERS STAY INFORMED BY READING ALL NEWSLETTERS AND NOTICES, AS WELL AS BY ATTENDING INTERVIEWS.
# GRIEVANCE PROCEDURES FOR PARENTS

## Grievance Procedures for Parents

From time to time in a school community issues of concern or conflict can arise. The Governing Council believes in the need for clear communication channels to exist so that issues and concerns are resolved in the appropriate forums. It is important that grievances are kept confidential and that a time of reflection takes place before one follows the grievance procedures. Criticism of the school or teacher does not support your child’s education as it can undermine that important trust between child and teacher.

### My problem is about

<table>
<thead>
<tr>
<th>A School Policy</th>
<th>A Staff Member</th>
<th>A Student</th>
<th>Leadership</th>
<th>Another Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make an appointment with a member of leadership to discuss your policy concerns.</td>
<td>Make a time to meet with the person concerned.</td>
<td>Express your concern to the classroom teacher. Under no circumstances can a parent address an issue directly with the student.</td>
<td>Express your concern directly to the person involved.</td>
<td>Take time to reflect on the concern.</td>
</tr>
<tr>
<td>Express your concern in writing to the Governing Council.</td>
<td>Discuss your concern in a calm and fair manner. The staff member will listen to your concern.</td>
<td>The teacher will address the concern through class management processes and will report the issue to leadership. You will be advised of the teacher findings by the school.</td>
<td>Discuss your concern in a calm and fair manner. The staff member will listen to your concern.</td>
<td>Raise your concerns with the class teacher and or leadership.</td>
</tr>
<tr>
<td>The concern will be discussed at a Governing Council meeting and you will be informed of the outcome.</td>
<td>Listen to the staff member’s response.</td>
<td>Together decide the action required to be taken by both parties to ensure a win/win situation.</td>
<td>Listen to the staff members response.</td>
<td>If warranted leadership will mediate the dispute or suggest outside resources.</td>
</tr>
<tr>
<td>Actioned concerns will be addressed by an action team of which you will be invited to join.</td>
<td>Together decide the action required to be taken by both parties to ensure a win/win situation.</td>
<td>Where necessary the parents of both students will be informed of the outcome.</td>
<td>Together decide the action required to be taken by both parties to ensure a win/win situation.</td>
<td></td>
</tr>
<tr>
<td>The Governing Council will provide you with a copy of the processes the Governing Council uses to address any policy matters/procedures within the school.</td>
<td>Document the meeting outcomes and make a time to review the solution agreed to.</td>
<td>If leadership warrant it the matter will be addressed through the schools wellbeing policy.</td>
<td>Document the resolution so both parties are clear about the action to be taken. Make a time at a later date to check on progress.</td>
<td></td>
</tr>
<tr>
<td>If the problem cannot be resolved make an appointment with leadership.</td>
<td>If leadership warrant it the matter will be addressed through the schools wellbeing policy.</td>
<td>If leadership warrant it the matter will be addressed through the schools wellbeing policy.</td>
<td>If resolution cannot be reached then contact District Office.</td>
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THE GOVERNING COUNCIL

The Governing Council plays an important part in the management and development of our school. It is responsible for ensuring that the community’s wishes and ideas are incorporated into the school’s educational program, and is a key body in school decision making.

The Governing Council establishes sub-committees to oversee and advise on various aspects of our school.

A new Governing Council is elected at the Annual General Meeting in Term 1. Governing Council meetings are held twice a term on a Tuesday night from 7.30pm. All interested parents are welcome. You are also invited to raise issues of interest or concern to you through your Council representative. These meetings are conducted in a relaxed and friendly atmosphere.

MOST OFTEN ASKED QUESTIONS ABOUT THE GOVERNING COUNCIL

Q. What does council do?
A. Think, listen, share opinions, consult, encourage ideas, plan, prepare policy, oversee school operations, monitor and review by involvement in various sub-committees.

Q. How often does council meet?
A. Council meetings are scheduled twice a term.
In addition to this, sub-committees meet on a regular basis.

Q. How much time will I need to put in?
A. Approximately 4-6 hours per month would be typical.

Q. Do I need any special skills?
A. No. All interested parents are welcome and training is available. However should you have any particular field of expertise, please let us know, we will certainly put it to good use.

Q. For how long am I on Governing Council?
A. Councillors serve for varying periods of time (1 year, 2 years or 3 years).

PARENTAL INVOLVEMENT

Parents are welcome in our school and can be involved in so many ways. Such association benefits your child by giving him/her experience in relating with a number of adults and also can be most rewarding to the parents involved.

If you are interested in volunteering here are some ways of being involved:

• Help in the library.
• Help in the classroom, hearing children read, reading to children, assisting individual children to learn tables, taking small groups for cooking or crafts, and offering assistance on excursions.
• Offer your services in the canteen.
• Attend school functions.
• Offer your expertise - the experience and talent in the parent community is enormous.
• Help manage, coach or transport sports teams or come along to support your child’s team
• Participate in parent workshops and discussion groups.
• Nominate for School Governing Council or a sub-committee.
VOLUNTEER TRAINING

All parents and community volunteers who work in the school must undergo training. Volunteer training sessions are held every year in Term 1. Parents who volunteer later in the year are trained individually by appointment with any leadership team member.

STUDENT WELLBEING

A major emphasis is placed on providing a safe, supportive learning environment free of harassment for all who are involved in the school. Anti-harassment and anti-racism procedures are regularly emphasised and implemented. Bullying is addressed in a number of ways. Mr Colin Townley (Assistant Principal/Counsellor) provides individual, small group and whole class activities focussing on student wellbeing. A detailed Well Being policy is readily available from the school.

STUDENT MANAGEMENT

A Student Behaviour Support Policy based on DECS guidelines focusing on students accepting responsibility for their own behaviour is in place. Teachers negotiate classroom rules at the beginning of the year. Children are given a reminder of the appropriate behaviour and most children respond to this.

A step system is in place for children who need a more structured approach.

- Reminder of appropriate behaviour
- Time Out in the classroom
- Time Out in a Buddy Class
- Office Sit Out. Parents are informed by letter

A lunchtime planning session operates for children who play inappropriately during recess and lunch breaks. Parents and Carers are notified when serious behaviour breaches occur. Suspension is used in line with DECS (Department of Education and Children’s Services) policy.

Our students are generally well behaved and keen to learn.

HEALTH AND SECURITY OF CHILDREN

The Teaching Staff can look after the children’s interests if you will help by:-

- Always sending a note for your child’s absence or lateness.
- Sending a note if an afternoon’s absence is foreseen, using the child’s diary/communication book, and completing an Early Collection form before picking up your child. NO CHILD WILL BE PERMITTED TO LEAVE SCHOOL (BEFORE DISMISSAL) WITHOUT AN EARLY COLLECTION SLIP COMPLETED BY AN ADULT.
- By completing a Health Care Plan for any child with health issues (see office staff for more information)
- By not sending a child to school if he/she is ill. We do not have the facilities for adequate care of sick children for any length of time
- By informing the school in writing of any custody/access or safety issues regarding your child
- Please read carefully the Health Support Policy on page 16

NO SMOKING

Government Regulations state that our buildings and grounds are a no smoking zone. We ask you to respect this request when you are in our grounds.
PARKING AND ROAD SAFETY

Our school is located in a dangerous position being on a hill and bounded by two very busy roads. We urge all parents and carers at all times to drive with the utmost care and observe all signs, particularly the “No Standing” notices. These signs mean that you cannot stop at all, even to drop a child off.

A drop off zone is operational in the morning on Wright Road and Onslow Road. This means you can only pull up and allow your child to quickly get out of the car. You must not park your car when drop off zones are in place.

Trained monitors are on duty every morning and afternoon on the Wright Road crossing.

Please ensure that your child does not run onto the road when they see your car and please do not double park. From time to time we do notify the council and request parking inspectors.

Wet days, in particular, are extremely hazardous. Double parking creates a dangerous situation for other children as well as your own. Finding a place to park may take a few minutes longer but children’s safety is worth it.

There is no space for parent parking in the Staff car park and the gate is closed in the mornings and afternoons to ensure student safety.

Please ask students to exit and enter the vehicle from the kerb side rather than the road side. It is much safer for all.

• Please encourage your child to use the Kelly Road, Wright Road and Onslow Road crossings and support us in our attempts to educate all children in all aspects of road safety, including bicycle safety.
• All children are required to wear a bicycle helmet as of the 1st July 1991.
• Parents are strongly advised to provide a padlock for their child if he/she rides a bicycle to school.
• Bicycles/Skateboards and Scooters are not to be ridden in the school grounds.
• While the school takes every precaution to ensure the safety of your child’s bike, school does not take responsibility for loss or damaged bikes.

We expect parents and carers to be excellent role models for their own children and others by using the crossings and observing safe practices. Parents and carers taking shortcuts between cars or over a busy road is not safe practice.

DENTAL CLINIC

The Dental Clinic is situated at East Para Primary School at 12 Caroona Avenue Para Hills. Enquiries can be made by phoning 8263 6883.

After hours emergencies: Phone 8223 1117

EMERGENCY CONTACT INFORMATION

At the beginning of each year a form will be sent home to enable parents to update emergency contacts and medical details. This update information is absolutely essential to us so that we can contact a parent or his/her nominee in case of an emergency involving their child.

Should any information change throughout the year please inform us immediately.

EMERGENCY PROCEDURES

These are practised during the year and are displayed in each room. Fire Equipment is checked regularly by the Fire Brigade.
HOT WEATHER PROCEDURE

When the temperature is above 36 degrees, as measured by office staff, students are kept in airconditioned classrooms during the lunch break.

HEALTHY EATING POLICY

At Modbury West School we support the DECS ‘Right Bite’ policy in the following ways.

Crunch And Sip

Crunch & Sip® is a set break for students to eat fruit or vegetables and drink water in the classroom. Modbury West has introduced Crunch & Sip® to support students to establish healthy eating habits whilst at school. All classes enjoy a Crunch & Sip® break and eat fruit or vegetables and drink water in the classroom every day.

Canteen

The Canteen will provide nutritious food items that fit into the ‘Right Bite’ guidelines. The majority of items offered will be ‘green’ food. ‘Amber’ foods will be offered only in small sizes or on occasional days. ‘Red’ foods will not be sold in the Canteen except on approved whole school ‘red days’ eg Sports Day.

Fundraising And Events

The Governing Council and school Leadership Team will co-ordinate whole school ‘red days’ (days when Eat Well SA School ‘red’ foods are provided). In general, this will be a maximum of two days per term.

Class Events And Celebrations

In general, class activities will support the learning about health and nutrition in line with SACSA and Right Bite. Class ‘red’ food activities could be included in the following circumstances

• Birthdays and other individual family celebrations – where parents wish to provide celebration food for the class (eg birthdays), the school will support this. Where possible small serves and consideration of healthier alternatives will be encouraged.
• Class events (eg end of term parties, Easter etc) – teachers should consider healthier alternatives to traditional ‘party’ foods. Lollies and sugar drinks should be kept to minimum. In general, class organised ‘red’ days should be kept to one per term (this does not include birthday celebrations as outlined above, and can be in addition to whole school events.) Teachers will consult with the Leadership Team when planning red days.

LOST PROPERTY

Un-named misplaced clothing is sent to the lost property box in Room 1 in the main building. Lost property box items are displayed at the end of each term prior to the box being cleared. Clear labelling of all items such as clothing and lunch boxes ensures items are returned to their owner. All unclaimed items will be donate to charity at the end of each term.

MOBILE PHONES

The school takes no responsibility for mobile phones that are brought to school and become lost, stolen or broken. Any student who brings a mobile phone to school must keep it turned off and handed to their teacher each morning. It is highly recommended that mobile phones are not brought to school.
MONEY AND VALUABLES

Please do not allow your child to bring to school unnecessary amounts of money or valuable articles eg. jewellery, MP3 players, ipods, calculators or mobile phones, as we cannot be responsible for them. The school takes no responsibility under any circumstances for the loss or theft of any money or valuables brought to school.

MATERIAL AND SERVICES CHARGES

Materials and Services Charges for 2011 have been established at $240.00 per student. This, together with our DECS funding, is used to fund our educational programs, and the maintenance and development of school buildings, grounds and resources.

Your child will be provided with text books, educational materials, apparatus and equipment. An initial supply of stationery will also be provided. Parents are advised that any text books issued to students remain the property of the school.

Throughout the school year, teachers may organise camps, excursions, visiting performances, electives etc. As these events occur, parents will be notified about the nature of the activity, the amount of money that is required and the timeline for payment.

SCHOOL CARD

The School Card Scheme is administered by DECS and provides financial assistance towards the cost of education expenses to full-time students of low income families. Families who believe they may be eligible for School Card assistance need to apply by filing in an application form as soon as possible. Applications need to be made yearly regardless whether previous approval has been received.

PAYMENT

Materials and Services Charges and excursion fees may be paid by cash, cheque Bizgate (online payment see office for details) or EFTPOS.

Cheques should be crossed “Not Negotiable” and made payable to Modbury West School.

Students enrolling during the year will need to pay a proportion of the Material and Services Charges.

Any library books or text books which are damaged wilfully or lost may have to be paid for.

Children are supplied with books and stationery on the first day of school for the year. Replacement items are given by the teacher from their class allocation. Sometimes it may be necessary to purchase additional items. These can be purchased through the school as prices are usually considerably lower.

BANKING

Officers of Bank SA collect students’ bankbooks every Tuesday.

Forms to open a school bank account are available from the school or from the bank.
ACCIDENTS OR ILLNESS

Our staff are not trained health professionals. Staff will provide an initial assessment and simple treatment to students. The school will contact parents and carers to make a final decision about seeking further medical advice or treatment.

In the event of an accident or illness, you or your nominee will be contacted as soon as possible by a Staff member. Our School Service Officers have undergone a First Aid Course and are responsible for assisting children when injured or ill. If a child sustains a knock to the head, parents are contacted by phone or by a pink slip, in case of a delayed reaction. Younger students will also have a stamp saying Head Bump on the back of one of their hands. If a child requires emergency treatment, an ambulance will be called.

Ambulance Subscription

On occasions ambulances are called, e.g., if we suspect a child has a broken bone and we are unable to contact anyone. Parents may have ambulance cover for their child(ren) through medical/hospital funds, through subscriptions directly to St. John Ambulance or through School Accident Insurance schemes. This is a parent responsibility.

Modbury West School Health Support Policy

Modbury West School are committed to supporting the health and well being of all students. An important part of this commitment is our student health and personal care policy. We acknowledge that parents/carers retain primary responsibility for their child’s health care. This includes responsibility for providing accurate, up-to-date relevant information to staff regarding their child’s routine and emergency health care needs. Students will be supported to develop safe, self-management of their health care needs. This will occur with respect to the student’s age and stage of development.

The school does not have the facilities or skills to care for sick students other than to provide first aid. Students who are ill should rest and recover at home until they are well enough to return to school.

Routine Health and Personal Care Support

Some students may require assistance with their routine or emergency health and personal care needs. Before staff can assist with this, parents/carers must provide written information from their doctor which outlines specific care needs. Forms are available from the front office for a range of health conditions and needs, including:

- Asthma
- Diabetes
- Anaphylaxis (severe allergy)
- Medical information (for General health care or those without specific forms)
- General health information (to be completed by a general practitioner, psychiatrist or psychologist)

The purpose of these care plan forms is to ensure that the school has information from the treating health professional relevant to the student’s health, well-being, attendance, learning and care at school. We can write a ‘health support plan’ for the child if deemed necessary by the school or if any of the following are relevant:

- There are any individual first aid requirements, other than a basic first aid response
- The child needs additional supervision for health related safety
- There is a predictable need for additional support with daily living tasks

Health support plans are written using the written information from the treating health professional, with discussion between school staff and the parent/carer.

Asthma

Students with asthma (even if only ‘mild’ or ‘occasional’) need an asthma care plan completed and signed by the treating doctor and given to the front office staff. Staff can remind students to take their preventative asthma medication prior to physical activity if this is part of the asthma care plan. Staff are also trained to administer reliever medication in the event of asthma attack. The school has reliever medication for use in emergency situations only. **Children with asthma are to carry their medication only where specified by a doctor on their health care plan and on excursions.** All students who require asthma medication must have puffers in the front office. All asthma puffers must have the pharmacist label, including the student’s name, stuck on the puffer.
**Medication Management**

As much as possible, we encourage students to take medication outside of school hours, eg. Three times per day can be taken in the morning before school, afternoon straight after school and bedtime. If medication is necessary at school, students will be supervised in managing this process themselves or will be given the medication by front office staff.

- Medication must be provided in the original pharmacist container with directions on the label
- The child’s name must be on the original label
- Medication must be stored safely and so needs to be taken to the front office and given to a front office staff member for storage in a secure cupboard. This should be handed from adult to adult.
- Students must have a medication plan filled out by a doctor and the parent/carer
- A maximum of a week’s supply is to be provided at any time (except asthma medication)
- It is the parents/carers responsibility to provide the medication.
- A medication log will be filled out by the front office staff member supervising or giving the medication.
- Epipens must be replaced once out of date.

**INFECTIOUS DISEASES**

Listed below are some common illnesses and the policy regarding exclusion from school during infectious periods.

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>PERSON</th>
<th>PEOPLE IN CONTACT WITH PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronchitis</td>
<td>Exclude until the person has been given appropriate treatment and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chickenpox and Shingles</td>
<td>Exclude until all lesions have crusted, there are no moist sores and the person feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude during the acute state of the infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular Fever</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 have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Excluded until day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude from unimmunised persons for at least four days after the onset of the rash</td>
<td>Immunised contacts not excluded. Non-immunised contacts should be excluded for 14 days from the first day of appearance of rash in the last case of measles reported. If non-immunised contacts are vaccinated within 72 hours of their contact with the index case they may then return to school.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner)</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>Rubella (German Measles)</td>
<td>Exclude till fully recovered or for at least 4 days after onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>School Sores (Impetigo)</td>
<td>Exclude until appropriate treatment has commenced. Any sore on exposed surfaces should be covered with a dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal Sore Throat including Scarlet Fever</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and the person feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Viral Gastroenteritis (Viral Diarrhoea)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude for five days after starting antibiotic treatment</td>
<td>Exclude un-immunised household contacts aged less than 7 years from school for 14 days, or until they have been on antibiotic treatment for at least five days of a minimum 14 day course of antibiotics.</td>
</tr>
</tbody>
</table>
SCHOOL SERVICES

OUT OF SCHOOL HOURS CARE / VACATION CARE

We offer a service from 7.00 in the morning and up to 6.15 at night for O.S.H.C. in the Activity Room. Currently we have approximately 100 families involved in the program. Further information is available from the school or Director.

We also offer a Vacation Care Program in the School Holidays. This program operates from 7.00 am until 6.00 pm in the Activity Room. Outside excursions etc. are also organised during this program. Mr Graeme Brown is the Director of both programs.

School Closure and Pupil Free Days are also catered for.

The program is managed by a Volunteer Management Committee (a sub committee of Governing Council), a School Representative, a Staff Representative and Director of O.S.H.C. and VAC Care. Fee payment can be made by Cash, Cheque or EFTPOS.

Contact Number: 8395 0012 - Answering Machine is connected when phone is not attended.

CANTEEN AND UNIFORM SHOP

Canteen

We have excellent canteen facilities. Our canteen is open every day of the week. In consideration of family budgets we work on small margins and any profit is used to purchase amenities for the school.

The success of our canteen relies heavily on voluntary parent support. A notice requesting help is sent home each year. In addition, if you are able to help even on just one day, please contact the school or the Canteen Manager, Mrs Jane Thompson.

Children eat their lunches while being supervised in their classrooms. Ideally lunch orders should be written at home and dropped in the lunch box on arrival in class. Late orders should be taken directly to the canteen by 9.30am. Any orders after this may require substitute items.

Emergency Lunches

Any student who does not have lunch for any reason will be provided with either a plain cheese or plain vegemite sandwich. **Strictly no credit will be given in the Canteen.**

Uniform Shop

The shop is located in the foyer of the canteen and is open Monday to Friday 8.30 am – 12.45 pm.

The shop stocks a large variety of school items, clothing, hats, bags and material. It is a non-profit making organisation. It makes only enough to cover running costs therefore keeping prices to a minimum.

HIRE OF SCHOOL BUILDINGS AND GROUNDS

Our school buildings and grounds are for hire outside of school hours at reasonable rates. People interested in using part of the school can obtain details from the School Principal.