



DEPARTMENT
FOR
EDUCATION
AND CHILD
DEVELOPMENT

SALISBURY PARK PRIMARY SCHOOL PARENT
HANDBOOK

Salisbury Park Primary School

Parent Handbook



Salisbury Park Primary School has been serving the needs of the community since 1974. The school provides for all students Reception to Year Seven in a friendly, caring, secure environment where self-discipline, achieving success and learning, both as an individual and as a member of a team are important.

Parents have a vital role in the education of their children. Involvement and participation will ensure a strong link between student, teacher and parent. We are committed to acknowledging parents/caregivers as partners in the learning process; sharing success and addressing suggestions and concerns initiated by parents/caregivers.

I hope that the information contained in this booklet will give you an insight into Salisbury Park Primary School. Should further information be required please do not hesitate to contact myself or any member of staff.

Welcome to our school

Graham Elliott – Principal

Website: www.salsparkps.sa.edu.au

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Our Vision

- ◆ We are all enthusiastic learners, striving for personal excellence in a secure, inclusive, supportive and challenging environment that values diversity.

Our Values

Belonging

Fairness

Respect

Honesty

Our Mission

Salisbury Park Primary School is a community committed to:

- ◆ Relationships, which are the foundation on which everything else is built, no matter whether it is the classroom, community or a professional community.
- ◆ Encouraging initiative, imagination and creativity for all members of the school community.
- ◆ Acknowledging and celebrating the diversity of the school community and recognising all members as partners in the learning process.
- ◆ Teaching students the necessary skills to make responsible choices about their learning and to become socially responsible citizens.
- ◆ Using decision making structures that value and clearly hear the opinions and suggestions of all groups and individuals.
- ◆ Fostering and developing individual talents and capabilities so that all members of the school community can achieve excellence.
- ◆ Promoting and adhering to the values and principles agreed to by the Salisbury Park Community.

SALISBURY PARK PRIMARY SCHOOL

Salisbury Park Primary School was established in 1974 and is located 20 km north of the city in a residential area with large recreational areas and parks. The school comprises 215 students aged 5-13 years old.

Classrooms are based in one of four cohorts: Redgum, Banksia, Waratah, and Jacaranda.

The Jacaranda Unit has been set up to support 25 students with varying disabilities. They have their lessons in 3 classrooms.

The school leadership team comprises the Principal, Deputy Principal, and Jacaranda Unit Coordinator. We currently have 16 teaching staff and 18 ancillary staff and all work collaboratively to support student learning and wellbeing.

An active volunteer group of caregivers and family friends enhance teaching, learning and extra-curricular activities.

A Governing Council of parent representatives is elected annually in March and meets twice a term.

We have an active Out of Hours School Care programme and bookings can be made for students to attend from 6.30am-8.30am and 2.55-6.30pm.

SPPS Bell Times		Morning, Recess and Lunch Activities
8:15 – 8:30 am	Supervised Play Time in the yard.	Basketball, soccer, handball, free play, small playground for Reception to Year 2 students. Large playground for 3-7 students.
8:30 am	Classroom Learning Time begins	English Block – One hour of explicit reading and one hour of explicit writing for all students 4x per week.
10:35 am	Snack time (10 mins)	Fruit and healthy eating is encouraged.
10:45-11.05am	Supervised Play	Both playgrounds, oval and basketball/netball courts are available, equipment provided.
12:45	Lunch time eating in the class	Ordering from the local shop is available daily.
12:55pm-1:15pm	Supervised Play	Regular play activities occur and the library is open and supervised every day of the week. Library activities include: Reading, Creative Play, Drawing, Computer games.
2:55pm	Home Time	

The Curriculum

What your child can learn and how it is taught

Student learning is at the heart of everything we do. This is underpinned by our commitment to the following principles:

- ◆ A constant focus on State and National quality and standards
- ◆ Equity and access for all students
- ◆ Accountability
- ◆ Partnerships

This along with the South Australian Curriculum, Standards and Accountability Framework (SACSA) and from 2012 the new National Curriculum guides the curriculum offered at Salisbury Park Primary School and includes the following 8 areas of learning.

The Arts

Design & Technology

English

Health & Physical Ed

Mathematics

Science

Society & Environment

We are also in the process of applying for a number of grants in Environmental Education and Youth Development Programs. We are also in the process of establishing significant curriculum links with our feeder high schools.

English

Reading and Viewing, Writing, Spelling, Listening, Speaking, Handwriting

A major emphasis is placed on literacy. From 2012 and beyond our major focus will be on improving the reading comprehension levels and writing levels of our students from Reception to Year Seven. Our Site Improvement Plan aligns with regional targets in relation to reading levels. We have developed and are committed to whole site agreements about how, when and why we teach and assess literacy across the school.

Our Reception and year 1, 2 and 3 teachers will send sounds, words and levelled readers home for your child to practise. However, any child across the school who does not have a Running Record Level of 26 may have readers sent home, including students in the older year levels. Our teachers use multiple strategies to engage children to read, also choosing to supplement reading level books with others from a wide variety of books in our modern school library. When a student brings home a book it is to share with you. You should read it together. This sharing needs to be very positive if you want your student to have a positive view of reading and books. Pressure to read every word correctly is likely to destroy a keenness for books.

Learning a language

Italian will not be taught in the school after 2014 due to the fact that there is no pathway for our students to carry on their language learning into Secondary School. Most Primary Schools and Secondary schools around us and throughout South Australia offer an Asian Language, either Chinese or Japanese.

In place of Italian Visual Arts will be taught by Elena Larice in the old Italian room which has been completely re-furbished.

Japanese is being taught by Carly Neilson as from 2016.

Mathematics (National Curriculum)

Number and Algebra, Measurement and Geometry and Statistics and Probability

As a school we have a focus on mathematics as numeracy and literacy is essential for our everyday lives. We continue to emphasise the essential skills of number work, such as computation, as well as on mental maths whilst at the same time focussing on the process of mathematical inquiry and problem solving through Natural Maths strategies introduced into our school by our Mathematician In Residence – Ann Baker.

Health and Physical Education

Physical Education, Daily Fitness, Sport and Nutrition, Personal Development, Interschool and Intra-school Sport)

The importance of this area of study is recognised through the appointment of a specialist Physical Education teacher who provides games skills lessons weekly for each class. Class teachers ensure regular daily fitness is enjoyed by all students.

Our school is committed to teaching the Child Protection Curriculum in all classrooms every year throughout the school and all teachers have been formally trained to teach the CPC in South Australia.

Swimming Lessons

Students from Years R-5 participate in swimming lessons annually. Y6/7 students are involved with aquatic lessons annually.

Interschool Sports

All Upper Primary School students have the opportunity to be involved in SAPSASA District Summer and Winter Carnivals and in specific individual sports if selected for teams.

Science (National Curriculum)

An inquiry based approach to science is emphasised at all year levels. Teachers at Salisbury Park use the Primary Connections teaching material. All classes have access to Science boxes that contain a number of practical classroom resources to support Primary Connections Science.

Design and Technology

Students learn to make choices based on knowledge, judgement and problem solving skills. It involves imagination and creativity. They also create products, processes and systems using a wide variety of techniques. Computing knowledge and skills is an important facet of all classes and in 2012 a bank of 30 Microsoft Surface Tablets were purchased to support the Wireless Technology in place across the site. This was of considerable expense however it is important that the students at Salisbury Park have access to the latest learning technologies available to twenty first century learners.

History and Geography

Aboriginal Studies, Social Living Skills, Environmental Conservation, Media Studies

Included is an examination of various cultures, their structures, systems and beliefs. This curriculum area also provides learning and instruction opportunities in what many parents would remember as Social Studies. In 2012 a Resource Based Learning Teacher was appointed to work collaboratively with classes Reception to Year Seven. Her Primary focus has been on delivering the National Curriculum – History. She has a secondary focus on current contextual initiatives such as:

- Harmony Day
- Reconciliation Week
- Book Week
- Remembrance Day and Reconciliation Day

The Arts

Music, Drama, Dance, Art, Craft

All classroom teachers use their artistic skills to cover each of the visual and performing arts.

Music

Group and individual instruction is available for Guitar by a specialist outside agency when there are a viable number of interested students.

School Choir

In 2012 a school choir was established for student s in years 5, 6 and 7. Students from Reception to Year 2 take part in a specialised music programme for two lessons per week.

Specialised Programmes

In addition to the areas of study above, there are a number of Specialised Programmes.

Special Education Support

Students who are identified with a learning disability (after referral and assessment by Department Guidance officers) are reviewed regularly and each child has an individual learning plan (Negotiated Education Plan) to cater for their specialised learning needs. In 2012 a Student Review Team was set up to case manage Students with a Negotiated Education Plan , Aboriginal or Torres Strait Islander Students (ATSI) and English as a Second Language Learners (ESL). In 2012 an Aboriginal Community Education Officer was appointed to liaise with families in support of our ATSI students.

Once per term the school Student Review Team meets with regional district service providers (Speech, Guidance, Behaviour, Attendance, Hearing, and District Disabilities) to case manage and review our students in an ongoing collaborative fashion.

Literacy Intervention

In 2014, the Literacy Intervention Program 'Making Up Lost Time in Literacy' (M.U.L.T.I.L.I.T) was established in the school to provide Literacy Intervention to those students who are not meeting state benchmarks for reading and writing. Students sit a placement test and are withdrawn from class four times per week to practise their sound and letter awareness strategies using a structured model of intervention based on extensive research from Macquarie University. The students are responding very positively to the intervention.

Policies and Procedures

Enrolment Procedures

If you are interested in enrolling your child at Salisbury Park then you are invited to visit the school, speak to the front office manager and do the following:

- ② **Stage One** -Pick up an enrolment pack which outlines the curriculum, various policies and procedures and a 'Registration of Interest to Enrol form for you to fill out. This is then passed on to the Principal.
- ② **Stage Two** – The Principal will then contact you to set up a Pre-enrolment meeting so that you can take a tour of the school and raise any questions or queries. This time is also available for the Principal to raise any questions or concerns he may have before enrolling your child. Remember, honesty is the best policy here for all parties concerned. It is better for you and your child to be honest about any learning or behaviour needs at this meeting as it will help you and your child to settle in with the best level of support possible.
- ② **Stage Three** – Once all queries and concerns have been discussed and both parties are happy then parents will be given a Student Enrolment form from the Principal. Student Enrolment Forms can only be given by the Principal once stage one and stage two have been satisfied.
- ② **Stage Four** – Parents complete and leave the form with the school, organise school uniforms etc. and then the child will begin in their designated class two days after enrolment form has been received. This allows the Principal to speak with the classroom teacher about organising desk space, locker, student log INS, books etc. so that their transition to school is a smooth one.

Children who turn five prior to May 1st will be admitted to the school during the first week of first term. Reception students starting in their first week of school may leave early at 12.30pm. Parents will need to bring either birth certificates or the CAFYS book to establish their age. New enrolments have the opportunity to take part in a rigorous transition program before beginning school at Salisbury Park.

Planning, staffing, accommodation and general school organisation is greatly assisted if children are enrolled as soon as they turn 4. The Salisbury Park Kindergarten (across the road) does not automatically enrol your child at this school, but we work closely with the Centre to provide a Transition program, as well as cross age tutoring, and sharing of our resources.

ACCIDENT/SICKNESS

If your child has an accident or is taken ill at school we will attempt to contact you immediately. If you are unavailable we will take whatever steps we consider are necessary for the well-being of your child. All of our staff are qualified to administer first-aid should the need arise and we have a number of senior first aid officers trained on site. Sometimes students come to school when they are not well. If in doubt, parents are asked to care for them at home, rather than send them in the hope that they will improve as the day goes on.

Parents will be requested to collect any student who is in the sick room for longer than 15 minutes and is unfit to return to the classroom.

ATTENDANCE

Is regular attendance important?

YES: From the first day! If students miss the basic skills in the early years of school, they often experience difficulties later. It has been shown that irregular attendance in the junior primary and primary years often leads to the development of poor attendance at high school.

Must I send my child to school?

YES: All children from enrolment to 16 years are required to attend school regularly.

Must I send my student every day?

YES: Unless

- The student is too sick to leave the house;
- The student has an infectious disease like chicken pox, mumps or measles;
- The student is incapacitated by injury preventing movement around school;
- The student is accompanying his or her parents on a family holiday which cannot be arranged in school vacations. This should be arranged with the Principal prior to the absence.
- The Principal is provided with any other genuine and acceptable reason preventing the student's attendance.
- Wherever possible, dental and medical appointments should be made out of school hours.

Must I notify the school if my student has been away?

YES: Parents must notify the school of the reason for absence by SMS (0416 905 331), phone or in person or by sending a note. Send notes on a separate piece of paper rather than writing in diaries, as it is a DECS requirement that the school retain them. If your child is absent or late then you will receive an SMS shortly after the first bell, asking for an explanation of why your child is away. The new electronic attendance system allows you to let the school know via an SMS or phone call.

Should I notify the school if my student refuses to go to school?

YES: You should notify the Principal and seek assistance immediately.

What kind of assistance is available?

- School Attendance Counsellors may assist by working with students in a supportive, counselling etc.
- Visiting students at home and counselling with parents
- Identifying reasons for students' non-attendance and making appropriate referrals.

Absences

If a student is absent for one day:

1. Parents must notify the school by phone, in person or by sending an *SMS*. Front office staff will contact parents *by SMS or by note* if the student's absence is unexplained.

If a student is absent for three or more days:

1. Parents must notify the school by SMS, phone, in person or by sending a note.
2. Teachers will contact parents by phone (if possible) or inform the Principal to seek their support.
3. The Deputy Principal will contact parents if the student's absence is unexplained.
4. In some circumstances, the DECD Attendance Counsellor will contact the parents if necessary.

Leaving Early

If a student is collected from school between 8.30 am and 2.55 pm

1. Parents inform the front office staff and sign out their child before collecting their child from the classroom.
2. Parents take the electronic sign out note from the front office to the teacher in charge of the class. The student cannot be released from class without the electronic sign out note.

Students at Risk

If a student has established a pattern of absence, late arrivals or early departure, they are considered to be at risk.

1. Teachers and the Principal/s identify and monitor students at risk.
2. The Principal/s and teacher meet to discuss action in relation to students at risk.
3. The Principal/s or teacher will contact parents to discuss or offer help.
4. A DECD Attendance Counsellor will contact parents if necessary.

Under the Education Act of South Australia, parents and guardians are legally responsible for ensuring the regular school attendance of their children.

Student Banking

Bank day is Wednesday.

Application forms are available from the office.

Behaviour Management at Salisbury Park

Salisbury Park Primary School Policies are based on the Department of Education and Child Development Policy on the Management of Student Behaviour, which has as its basic notion that schools should aim to create a: safe, caring and orderly learning environment.

At Salisbury Park we:

- Protect the rights of students to learn and support the rights of teachers to teach
- Have planned, logical, non-violent consequences for both responsible and irresponsible behaviour in classrooms and the yard and we are consistent in our approach
- Promote and consistently acknowledge responsible behaviour and self-discipline
- Promote a success oriented school
- Work together in partnership with parents to manage and support our students.

The classroom management procedures require classes to decide on their rules and negotiate consequences in line with the school policy. Beyond the class room, students who have ongoing behaviour issues are referred to leadership for counselling. If a student is referred to leadership three times in one term, parents will be involved and a suspension/s, referral to DECD behaviour support or other may occur. Students with ongoing belligerent behaviour may be excluded from the school for a period of up to ten weeks.

The yard management policy requires that students who;

- threaten good order
- interfere with the rights of others
- threaten safety or wellbeing of others
- display violence – threatened or otherwise

May be asked by the yard duty teacher to go to the **Red Spot area** for the rest of that play period or the student may miss out on Special Play. If the behaviour continues then the teacher in consultation with the Principal/Deputy Principal may:

- contact parents
- remove the child from the yard short or long term
- suspend the child internally or externally.

For those few children who are having continuous issues in the yard they may be placed on Restricted Play or be asked to be involved in some structured Social Skilling Programs to help them be more successful in the yard. The ultimate aim is for all of our children to be able to move around the school respectfully in and out of learning times. Please go to our school website at www.salsparkps.sa.edu.au for a comprehensive overview of our *Behaviour Management Policy*.

Bullying Policy

SPPS bullying policy is clearly outlined in a brochure available in the front office. All learners have the right to feel safe at school. Bullying is deliberate, targeted, ongoing gestures, words or actions intending to cause physical or emotional harm. We do not tolerate bullying at school. We engage in a number of strategies and consequences to deal with bullies at School. Please refer to our school website for a more detailed overview of our Anti-Bullying Policy and the DECD Parent Complaint Guide. Go to www.salsparkps.sa.edu.au then go to policies and then Anti-Bullying Policy.

Dress Code and Uniform

The Governing Council has initiated the wearing of school uniform by Salisbury Park Primary School students and endorsed the following dress code and uniform policy.

The school provides T-shirt's and jumpers which can only be purchased from the front office. Our school colours are navy blue and red. No jeans are permitted and navy pants, skirts, and shorts are also compulsory- no patterns, stripes, spots or logos. Students will be allowed to wear blue/white or red/white checked uniform.

Clothing bearing a single commercial logo/motif will be acceptable provided it is no larger than a 50 cent piece.

- No make-up or false nails
- No jewellery except for sleepers or studs in ears
- No wallet chains or large belt buckles.

The current hat policy requires all children to wear an approved school bucket hat, purchased from the front office (in order to participate in outside PE lessons, recess and lunch activities). It is essential that the hat remain at school. Any hats that are graffitied or defaced will mean that students will not be allowed to play in the yard and parents will be asked to replace the hat immediately at their cost.

Is the Dress Code and Uniform Policy compulsory?

The Department of Education and Children's Services Administration Instructions and Guidelines state: *"The Principal of the school must enforce the dress code and uniform policy of the school."* Thus the dress code is compulsory. Exemption can be sought by writing to the Principal stating the reason.

A note in the child's diary / homework book is required if students do not wear school uniform. Students not wearing a uniform without a note will be asked to change into a uniform kept at school. If students do not wish to change into uniform, they have restricted play for that day.

School dress code items can be bought from the office and inexpensively at local discount stores, e.g. Big W, K Mart and therefore should be affordable for all.

Uniform Shop

The Uniform Shop is open each morning from 8.30 - 9.00 am.
New uniforms are kept in stock.

The following new uniform items will be stocked in the shop:
Polo Shirts (Navy Blue/Red with School Logo)
Windcheaters (Red/Blue with School Logo)
Blue/White Summer Dress.
Navy track pants or girls bootleg stretch pant.

As students are involved in a Physical Education programme, appropriate clothing is desirable. Clothing must meet acceptable standards and provide sufficient sun protection at all times (e.g. tank tops, crop tops and thongs are **NOT** appropriate).

It is essential that your student's clothing is marked with his/her name. Unclaimed, unnamed, lost clothing is deposited in a mission box at the end of each term.
Governing Council reviews the Uniform Policy each year.

Governing Council

This is the executive body of the School. It is involved in the governance of the school. Parent members are elected at the Annual General Meeting, which will be held in March each year. Governing Council members hold office for a 2 year period, with the option of standing for re-election. Meetings are held during the third and eighth week of each term.

Homework Policy

Statement

It is the policy of Salisbury Park Primary School that homework will be given to the students attending this school. When setting homework teachers shall consider the year level of students and the appropriateness of the tasks set.

Purpose of Homework

- To foster independent learning.
- To enable parents to become involved in their student's learning, e.g. Listening to reading.
- Homework should be an extension of classroom activities, to help consolidate learning and an opportunity to complete class work, e.g. projects, maths, unfinished work, etc.
- Gather information from home, e.g. pictures, insects, plants, etc...

Time Allocation:

The maximum time for each year level is:

Yr. R/1	10 minutes	Yr. 5	20 minutes
Yr. 2	15 minutes	Yr. 6	30 minutes
Yr. 3	15 minutes	Yr. 7	30 minutes
Yr. 4	20 minutes		

MATERIALS AND SERVICES CHARGES (School fees)

This school has a standard charge, set by the Governing Council, for educational expenses incurred by each student. The charge is made for stationery items, electives, and use of sports equipment, computers, play equipment, library books and resources.

The expense charge does not cover excursions, camps, school fund-raising activities, charitable collections, book-club books or class and/or individual photographs.

The current charge for book fees will be \$229 for each child.

Parents are able to apply for government assistance at the school office. (Refer to School Card).

Students' stationery items are replaced by the class teacher, as the need arises, from the class stationery fund. However, students who constantly lose or damage exercise books, pencils and rulers will be asked to pay for their replacement.

Payments of Educational Expenses by instalments can be arranged. Parents are asked to contact the school Finance Officer to make this arrangement. EFTPOS facilities are available.

NEWSLETTER

The school newsletter is published every other Wednesday, and is sent home with the youngest family member at this school. It will contain information about school activities, important dates, coming events and Governing Council matters. Parents and local community bodies are invited to contribute to the newsletter. The current and previous school newsletters are available on our website at www.salsparkps.sa.edu.au

OUT OF SCHOOL HOURS CARE (OSHC)

Hours of operation:

- Before school care 6.30 am – 8.15 am
- After school care 2.55 pm – 6.30 pm
- Pupil Free/Closure Days 6.30 am – 6.30 pm

Contact OSHC on 8250 0278 or leave a message with the school office on 8281 6422.

The purpose of OSHC is to provide a safe interesting and relaxed environment for children while parents work, study or have respite and to give children access to a range of recreational activities.

Philosophy:

Salisbury Park OSHC aims to provide quality care for school aged children in a comfortable safe and secure environment. We believe the program is not an extension of the school day; it's an opportunity for children to experience a variety of social, cultural and recreational activities. The program aims to foster and enhance a healthy self-esteem, good decision making and problem solving skills, positive interactions with peers and adults, and respect for property of the school and the environment.

Parent and children's participation in programming by offering feedback is welcomed and appreciated.

Fee Structure:

Before School Care (BSC) is \$12.00 per child per session.

After School Care (ASC) is \$18.00 per child per session.

Pupil Free Day is \$40.00.

Child Care Benefit:

To help with the cost of your fees parents can apply for childcare benefit. Childcare Benefit is available to all eligible families irrespective of family income.

When you contact Centre link Family Assistance Office to arrange Child Care Benefit you will be asked for our Service Operator Code. Please quote the following BSC/ASC – 407 226 743A.

(Contact the Family Assistance Office on 13 61 50 between 8.00 am and 8.00 pm weekdays to arrange Child Care Benefit.)

We ask that all fees are paid weekly or fortnightly directly to the OSHC Director.

Accounts are made up weekly and are left in parent pockets (for regular users) which are assigned to you on enrolment in OSHC. Casual families will receive their accounts in the mail.

Overdue Fees:

Our service relies on fees being paid on time. You will be sent reminders for overdue bills, if the debt is not settled bills will be forwarded to the debt collection agency and your child/ren may not be able to attend OSHC. If you experience problems with payment please speak to the OSHC director, we are here to work with you.

Reporting to Parents

Reporting is the sharing of information about students and the school with parents. It may take the form of a written report, an interview, informal chats, sending work home, visiting nights and information nights.

Parents or teachers may request a report or an interview at any mutually convenient time. If you wish to talk to your student's teacher about your student's progress, please arrange an appointment.

See Reporting to Parents Time-line below.

Reporting Guidelines to Parents 2015	Learning Information	Assessment Data	School Wide Recognition
Term One	<ul style="list-style-type: none"> Curriculum Overview Acquaintance Night Parent/Teacher interviews 	<ul style="list-style-type: none"> Running Record levels Oxford Word Count Graded text types (2 per term) Attendance Data PAT-Reading PAT-Maths 	<ul style="list-style-type: none"> Student Voice Nominees School Literacy Awards School Values Awards Classroom Awards
Term Two	<ul style="list-style-type: none"> Curriculum overview Mid-year written reports 	<ul style="list-style-type: none"> Running Record levels Oxford Word Count Graded Text Types (2 per term) Attendance Data National Assessment for year 3, 5 and 7 in Literacy and Numeracy (early May). 	<ul style="list-style-type: none"> School Literacy Awards School Values Awards Classroom Awards
Term Three	<ul style="list-style-type: none"> Curriculum Overview 	<ul style="list-style-type: none"> Running Record levels Oxford Word Count Graded Text Types (2 per term) Attendance Data NAPLAN results sent home 	<ul style="list-style-type: none"> School Literacy Awards School Values Awards Classroom Awards
Term Four	<ul style="list-style-type: none"> Curriculum Overview End of year written reports Class Placements for the following year 	<ul style="list-style-type: none"> Running Record levels Oxford Word Count Graded Text Types (2 per term) Attendance Data PAT-Reading PAT- Maths 	<ul style="list-style-type: none"> School Literacy Awards School Values Awards Classroom Awards

Student Voice

Students from years 5 -7 are elected to the Salisbury Park Student Action Committee. This committee provides the means for students to discuss issues, ideas and beliefs. It also develops an understanding and appreciation of democratic decision making and fosters leadership skills and growth along with a positive self-concept.

Supervision

The school assumes responsibility for your children from 8:15 am until afternoon departure at 3.10 pm.

Because of this responsibility, students are expected to be within the school grounds at all times, with the following exceptions:

1. Incidental occasions - Where a student has to leave school for lunch on the odd occasion with a parent or to leave for any other reason, parents must notify the teacher in writing on the day that this is to occur and parents must always collect a printed notice of absence from the front office before taking children to the dentist, doctors, out of the school etc.

Local Shops - Students are not permitted to go to the shops before or during school hours, unless they are supervised by a parent/caregiver.

I hope this information has been helpful and I look forward to discussing any queries or questions you may have.

Graham Elliott – Principal

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