We hope that 2015 will be a joyful year of learning for all members of the KPPS community. Once again we have an action packed program based around the key themes of Positive Education – through our Joy Project, implementing the Australian Curriculum, the development of 21st Century Learning skills and creating a positive and supportive learning environment.

Our major events return in 2015, including our biannual art exhibition, we hope to develop the garden area outside the office, create a new play space at the back of the school and to continue the change to classrooms to create contemporary learning environments. Students will continue to be challenged to be self-regulated learners who are focussed on their learning and achieving his or her best.

It is going to be a busy year, so please join in and be a part of the adventure to show our students that we are all lifelong learners or, help to continue the transformation of our school as a volunteer.

It is important that you spend a few minutes reviewing our procedures and the expectations required of your child at KPPS. At the end of this booklet you will find some key school policies in relation to Behaviour Management, Bullying, Raising Parent Complaints and Cyber Safety.

John Clarke
Principal

VALUES
At Kidman Park Primary School.
- We respect and care for ourselves, others, our community and our world.
- We are responsible for what we say, what we mean and what we do.
- We achieve our personal best for ourselves, for others and for the future.

MISSION
At Kidman Park Primary School our purpose is to engage every student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

VISION
Our vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential.

MOTTO
Aspire and Soar

School Phone  8353 2444
OSHC   0401 121 740
Fax  8235 1357
Email  dl.0996_admin@schools.sa.edu.au
Web  www.kidmanpkps.sa.edu.au
AFTER SCHOOL SPORT
Parents organise the After School Sports program in collaboration with Terry Ahern our PE teacher. At present we have teams participating in the following sports: Soccer, Teeball, Cricket and Netball. Students interested in playing Australian Rules Football combine with Lockleys North Primary School. Soccer is for R-7 students whilst most other sports are for students from 8 years of age. Our sport programs can only exist if parents, older siblings or school friends take up the lead to volunteer as coaches. Please help by coaching a sports team whilst your child(ren) attend KPPS. All coaches and managers must agree to have a DCSI Relevant History Screening clearance (forms available from the front office). Forms (and identification can be returned to the school. We will then submit and cover the associated costs. Please submit forms at least 8 weeks in advance.

- Yellow sport notices were sent home in week one outlining potential teams for the year with a reply slip to outline student preferences.
- Terry Ahern works Wednesdays, Thursdays and alternate Fridays. His work desk is located in the library.
- A family trophy night takes place for all teams on a Friday evening at the end of term four.

ALLERGY AWARE POLICY (NUT POLICY)
Schools have a duty of care to cater for students’ health related issues such as allergies and anaphylaxis. To minimise the exposure of students at risk of an allergic reaction (anaphylaxis) to known allergens within the school environment, at times we need to monitor the use of certain foods, sprays and other items.

- foods (e.g. peanuts and nuts, shellfish and fish, milk, eggs)
- insect bites (e.g. bee, wasp)
- medication (e.g. aspirin, antibiotics)
- latex (e.g. rubber gloves, balloons)
- aerosol sprays (deodorants, hair sprays and other aerosol products)

We currently have a number of students with serious allergies to variety of nut products (including sesame seeds) and so have a “Nut Awareness” policy where we request that all students do not bring any nut products to school. Aerosol sprays can also trigger asthma attacks for some students. Therefore, it is important that students do not bring any of these products to school. This includes aerosol deodorants.

It is critical that the school has a Health Support Plan (completed by a medical practitioner) for any student with identified allergies.

AQUATICS
In 2015 Years 6 & 7 children will participate in the DECD aquatics program at West Lakes. Our sessions are booked for Monday 2nd November, 2015.

ART EXHIBITION
The Kidman Park Art Exhibition returns in term 2, 2015.

All students have artwork for sale which will be exhibited in a professional manner in either the hall or library. During the evening food will be sold, performances will occur and a variety of activities will be organised for students. This is a fun family event where students get to display his or her work in a professional way and receive positive feedback from the KPPS community.

If you would like to assist in the organisation of the Art Exhibition then please contact the front office.

ASSEMBLIES
All classes take responsibility for running one assembly during the year. Assemblies are usually held on a Tuesday afternoon at 2:15pm in the hall. Details of dates and classes taking responsibility for assemblies will be published in the newsletter. All parents are invited to attend any assembly. We enjoy having parents in our audience. The first assembly for the year is Tuesday week 5. This assembly celebrates the learning achieved from our Positive
Education program. The roster is flexible due to changes in other school events and activities. Newsletters will provide updates.

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**ASSESSMENT AND REPORTING PROCEDURES**

The school has a detailed Assessment and Reporting Policy to support positive student learning outcomes.

**KEY DATES FOR PARENTS**

**TERM ONE**
- Week 2: Student Profile parent questionnaires distributed to provide parents an opportunity to share information and goals about their child
- Week 3: NEP meetings (for students identified by Kay Bosworth)
- Week 4: Acquaintance Night – an opportunity to meet your child’s teacher and learn about class routines
- Week 11: Option for parents/staff to request an interview

**TERM TWO**
- Week 3: National Tests (NAPLAN) for Years 3, 5 & 7 (May 12th – 14th)
- Week 10: 1st semester reports sent home

**TERM THREE**
- Week 2: Student led Interviews

**TERM FOUR**
- Week 5: Option for parents/staff to request an interview
- Week 9: 2nd semester report goes home

**ATTENDANCE**

Research clearly identifies that regular absence; lateness or leaving early has an impact on student learning outcomes.

All absences must be verified with a note or phone call to the school. Class roll books are completed daily at 8:50am.

Contact will be made with parents if students are regularly absent without contact being made with school staff. Information re prolonged or regular absences will be forwarded to our Attendance Officer.

**ARRIVING LATE**

Students arriving late (after 8:50am) must sign in at the front office and receive a ‘Late’ slip to hand to the class teacher.
LEAVING EARLY
Parents collecting students early must sign their child out at the front office plus collect an ‘Early Departure’ slip to hand to the class teacher.

LONG TERM ABSENCE/HOLIDAYS DURING TERM
Parents must complete an Exemption from School form for all children absent from school due to holidays or other non illness related reasons. Forms can be collected from the front office or the school website.

BEHAVIOUR CODE
Our school vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential. To achieve this vision we have a school behaviour code and associated policies and procedures to ensure the safety and well-being of all members of the KPPS community.

Key priorities of our code include:
- Attendance
- Dress Code
- Communication
- Learning
- Movement around the school
- Safety
- Relationships
- Respect

A copy of the school’s Behaviour Code and Behaviour Management Policy can be found at the back of this booklet or on the school’s website.

BIKES
All bikes are stored in the enclosed bike shed near the canteen. Students cannot ride bikes in the school grounds during the school day.

BULLYING & HARASSMENT
Bullying and harassment are not welcome at our school. Unfortunately both are behaviours that can sneak into the school environment and thus make learning and relationships complex and unenjoyable. Our aim is to remove bullying and harassment from the school by working with the victim, persecutor and the bystanders, who can all have a role to play in conflicts. Whenever possible we aim to use a restorative approach to ensure the consequences of unacceptable behaviour have been learnt and that changes in behaviour occur.

If your child is being bullied or harassed at school it is important that we hear about concerns immediately. Quick feedback makes it much easier to investigate a concern. Information can be shared with class teachers, members of the leadership team or our Pastoral Care Worker.

BUDDY CLASSES
To build strong relationships between students across the school, classes participate in a regular ‘buddy class’ program. This involves the pairing of younger and older classes. Students work collaboratively to achieve desired learning and relationship outcomes.

CANTEEN
The School Canteen is able to provide recess and lunch for students each day. An updated price list will be sent home each term. Lunch bags can be purchased from the canteen or front office. Special days occur most terms and are advertised in the KPPS Update.

Parents, grandparents or friends of the school are welcome to volunteer in the canteen. All canteen volunteers will be asked to complete a DCSI Relevant History Screening.

For further information please contact Carli Tanti our canteen manager at the canteen or on 8353 2444.
CAR PARK
KPPS has one main car park that can be accessed from Dean Avenue. The main car park accommodates 93 vehicles. For the safety of students please observe speed limits, signs and lines. In 2015 Charles Sturt Council inspectors will be visiting the car park and issuing fines to drivers not following parking regulations. Please ensure disability parks are left for families of students with disabilities.

The smaller canteen car park (accessible via Sydney Avenue) can only be used by staff, Learning Centre parents, taxis and buses. OSHC parents can use this carpark between 7:15 – 8.15am and 4.00 – 6pm. Please do not use the disability parks as these car parks are used by community members at all times.

PASTORAL CARE WORKER
Our Pastoral Care Worker (PCW) for 2015 is Denys Chew
The PCW office is located in the north-western corner of the Southern Unit.
The PCW is available to provide counselling and general support for students, staff and parents and is able to work with individuals, small groups or with classes.

CHESS
Students can participate in a (fee paying) chess program every Monday afternoon (2.00 – 3.00pm) in the library. The fee covers the cost of professional tuition. Senior students are selected to participate in region and state-wide competitions. For further information please contact Lois Burrow our librarian.

CHRISTIAN OPTIONS PROGRAM (COP)
The Christian Options team visit our school three times each year. All classes participate in both an Easter program in term one and a Christmas program in term four. Presentations occur in school groups and usually last for 30 minutes. The presentations outline the stories of both Easter and Christmas and are designed to be non-denominational. Permission is provided on the 2015 Parent Consent form.

CLASS NEWSLETTERS/CCLASS BLOGS
Class newsletters will be placed on the school website and links emailed home at the beginning of each term. This will contain an outline of class programs and special activities and an overview of the teaching curriculum for the term. For classes with a blog, the same information will be shared with families via the blog.

COME OUT ARTS FESTIVAL
Come Out is a state-wide, biannual youth arts festival. Infact, it is the largest youth arts festival in the world. Come Out returns in 2015 and will be linked to our art exhibition. A number of classes will attend performances and units of work will be based on the Come Out theme of Building Bridges.

COMPUTER NETWORK AND INTERNET USERS’ POLICY
It is important that learning technology is integrated across all key learning areas. To achieve this we have an extensive network of over 250 curriculum computers/laptops/tablets, 19 interactive whiteboards, TVs and other IT hardware at Kidman Park. In 2015 we start the process of replacing our interactive whiteboards with large screen televisions (initially in the Middle Years).

All students and parents are required to sign the ‘Acceptable User Policy’ section of the attached consent form. A copy of our Cyber-Safety Use of ICT Equipment Policy can be found at the back of this book or on the school website.

Students can access the school email at home www.learnlink.sa.edu.au
Our Australian Curriculum/ICT Coordinator is Sandra Gibbons sandra.gibbons680@schools.sa.edu.au
DAMAGE TO SCHOOL PROPERTY

At Kidman Park Primary School we believe in developing a culture of respect. This includes respect to others, us, property and the environment. All students, staff and community members have the right to access and work in a positive environment and with resources that are well maintained and of a high standard. Repair or replacement of school property damaged or stolen should be the responsibility of the student that has caused the damage.

Whenever possible, serious incidents of theft and property damage will be investigated by members of the leadership team. Once investigated, parents will be informed of the theft or damage and an outline of the compensation plan or rehabilitation to be completed by the student.
When a family cannot compensate the school or the damage has been rectified by school staff, options of community service may be considered. Students must complete this community service in their own time and preferably supervised by their parent / guardian.

Copies of this policy can be found on the school website. Signing an understanding of this policy will occur at the beginning of the school year.

DISABILITY AWARENESS

To improve understanding of disability and how to communicate and work with a person with a disability, all classes participate in Disability Awareness lessons at the beginning of the year. These classes are organised by our Learning Centre students and staff.

EARLY DISMISSAL

On the last day of each school term school finishes at 2.10pm.

EMERGENCIES

In emergencies a parent / caregiver is contacted as quickly as possible.
Please be sure that the school office has your current phone numbers, particularly mobile numbers.

GARDEN BEDS/SUSTAINABILITY TEAM

In 2015 the school garden will be a focus for our Foundation classes. Parents interested in helping manage the garden with our youngest students can either contact a member of the Governing Council Facilities committee or inform the font office team.

GOVERNING COUNCIL

Governance in schools is the responsibility of the Governing Council. In this model of governance:

- The cooperative role of governing council and school staff is emphasised.
- Management and governance are clearly separated.
- The focus is on improving student learning outcomes.
- The broad directions are set and monitored by the governing council.
- The site leader and staff are responsible for reporting.

Governing Councils:
Set Broad Direction (In conjunction with the site leader)
The Governing Council identifies and incorporates, where possible, student, parent and community input and values into the broad direction of the school. The principal brings the staff perspective to these undertakings. The broad direction may include a future vision, a statement of purpose and a set of values that clearly focus on improving student learning.

Develop Broad Directional Policy:
The Governing Council develops broad policy statements that facilitate the achievement of the school vision and broad direction.

Initiate and Approve Recommendations and Strategies:
All recommendations must conform with government policy, industrial agreements, DECD policy and direction and site decision making structures.
Subcommittees can include: Finance, Assets, Canteen, Fundraising, Uniform, Sport, OSHC, Advocacy

The Governing Council AGM is held at the beginning of the school year. Parents must be nominated onto the council and subcommittees although membership of committees can take place during the year. Members are elected to a two year term. Governing Council meets Thursdays at 7pm twice per term. The AGM for 2015 will be held on Thursday February 26th at 7pm. Our newsletter will list the new members after the AGM.

Parents can raise agenda items with the Governing Council or a subcommittee by contacting any member of the council.

HAT POLICY ‘NO HAT.....RESTRICTED PLAY’
Students are encouraged to keep a broad brimmed hat at school. This must be worn at playtime and for outside activities to protect them from the harmful effects of ultra violet light from September 1st until May 31st. Students are also encouraged to use sunscreen. Hats must be broad brimmed, bucket style or legionnaires covering ears and neck. Hats can be purchased from the uniform shop. Hats brought from home must meet the school’s dress code expectations. (Baseball caps are not acceptable). Students not wearing a hat must play under either the Learning Centre veranda or the Southern Unit verandas. Students regularly not wearing a hat will receive consequences for this decision. It is important that students have hats for sports lessons.

HEAD LICE
Head lice are bugs that live and breed in your hair and are easily contracted. Head lice are very common so there is no need to be alarmed, however they should be treated quickly to prevent them from spreading. This includes the cleaning of bedding or any other areas that could be affected and then checking the hair a few days later then possibly followed by another treatment. Parents will be contacted when a student has head lice and then a note will be sent home to the affected class. Permission to check hair note is a part of the Student Information Update form sent home at the beginning of the year.

HELPERS LICENCE
Primary Years and Middle Years students can apply to be a Learning Centre ‘Helper’. These students are trained to assist in the Learning Centre. This includes wheeling students inside after breaks, helping at assemblies and other activities and generally being a friend to the students in the Learning Centre. Students are trained at the beginning of the year by Enza Maselli.

HOMEWORK POLICY
Homework is any task or work set by the school, which the student is asked to do outside of normal school hours and the school environment. Homework has traditionally been a part of a child’s education for a variety of reasons. It helps develop independent learning skills, enables students to apply classroom learning, encourages students and parents to share the education process and promotes the development of personal organisational and time management skills in the learner.

Different students and families respond to homework in a variety of ways. It is therefore difficult to have a policy which suits all people and all circumstances.

Therefore we will:

- Have a consistent approach within the DECD policy guidelines.
- Negotiate the classroom policy with parents at the beginning of the school year and review its progress.
- Provide students with immediate feedback on their homework performance, or as soon as practical.
- Not set homework on weekends or on public holidays.
- Expect the following time allocations for homework (Monday – Thursday):

  Junior Primary R – 2
  Middle Primary3 – 5
  Upper Primary6 – 7

  15 minutes
  15 – 20 minutes
  up to 45 minutes
Tasks set will:
- Be an application of what has already been taught
- Allow students to use their creativity
- Require regular literacy and numeracy practice eg. reading, writing, maths
- Use resources and materials which students can easily access at school, at home or in the local community
- Be across a variety of curriculum areas

It is recommended that parents monitor project work to ensure time is being used efficiently and isn’t being wasted to research for topics.

HOT WEATHER
We do not dismiss early for hot weather as all our classrooms are air-conditioned with a variety of room options available for classes.

On hot days (36°+) both play breaks are shortened and students are expected to play quietly in the shade.

Although not encouraged, children can be picked up by parents or carers after 1:30pm if the temperature is 38° or above. Office take home procedures must be followed if a student leaves the school early.

INSTRUMENTAL MUSIC
Tuition in various stringed instruments is offered to students in primary classes through the Education Department Instrumental Music Program. Information about this program was circulated to classes at the end of last year. Lessons are held Wednesday afternoons with Sandy Hosking.

Private music tuition in piano, flute and recorder is available during school terms. For further information contact:
Piano/Flute/Recorder: Tania 8347 0419 0411 772 892

KIDMANATHON
Our student leaders organise a physical fundraising activity for the school. In 2015 Kidmanathon will be held on Thursday April 2nd (before Good Friday). All students are encouraged to raise money for the school. Family members are invited to participate in the event. The Kidmanathon commences after recess. Our leaders will start the event with an opening assembly and then students walk/run around a dedicated route within the school and Collins Reserve. We finish just in time for lunch. Each class will dress to a theme and parents are welcome to join in the fun.

KIDMAN CELEBRATES
Kidman Celebrates (our end of year performance) will be held at the Family Centre, Frederick Rd, Seaton at 7pm on Wednesday December 9th 2015. Students sit in another hall with their class to watch the performance on a large screen and prepare for their item. There are not enough seats for students to sit in the auditorium. We aim to finish by 9pm. Classes will be bussed to the Family Centre for a rehearsal on either Tuesday December 8th or Wednesday December 9th. Tickets are $8 per person. The centre can accommodate 1,000 audience members.

LIBERTY SWING
The school is lucky to have a Liberty Swing (wheelchair accessible) thanks to Variety SA. Community members can access the swing after hours including disability toilet access. A key is available from the Learning Centre staff. It also includes a key to open our school gates. Our playground is a great place for families to meet.

LIBRARY
All students participate in regular library lessons as a class. Borrowing occurs during lessons and between 8:30 – 8:50am and 3:10 – 3:25pm. The library is closed after school on a Tuesday (staff meeting).

LIFT LICENCE
At KPPS we are lucky to have a lift for easy access to the second floor. Students cannot access the lift without completing training to obtain a lift licence and have teacher permission. Students will normally use the stairs. Students trained to use the lift are skilled in calling for help, they are trained to use the lift in pairs and have another person go up or down the stairs to ensure they arrive at their destination safely! Parents are welcome to use the lift.
LOCAL WALKS
As a part of the curriculum classes will sometimes need to move outside of the school grounds to explore, map, investigate and much more. Permission will always be sought for excursions involving transport and travelling a reasonable distance. Occasionally lessons can take classes just outside the school grounds.

1. As a school we consider Collins Reserve to be an extension of our school grounds and so classes at anytime can enter Collins Reserve under staff supervision. This can include; sports day activities, fitness lessons, investigations around the duck pond or celebrations using the Collins Reserve play equipment.

2. Other walks could include the local shops, Torrens River and possibly businesses. Local walks are defined as the area encompassing the school Priority Enrolment Area (within the boundaries of the Torrens River, Findon Rd, Grange Rd and Tapleys Hill Rd). Any excursions into these areas must always be well supervised and follow appropriate student:adult ratios.

Please sign the permission slip as a part of the 2015 Parent Consent form.

LOST PROPERTY
All lost property is stored in the cupboards outside the canteen and near the photocopier in the Southern Unit.

Please assist us in being able to return ‘lost property’ by clearly labelling your child’s belongings, especially lunch boxes, drink bottles and clothing. Lost Property is cleared each term.

LUNCH TIME ACTIVITIES
At KPPS we are lucky to have outstanding grounds and play facilities. For some students successful and collaborative play can still be a difficult concept to learn. Therefore, we run a variety of different programs during the year. This includes activities in our activity room, explicit social learning lessons and small group activities and competitions managed by middle year's students for their younger peers.

MONEY COLLECTION
All return notices and money for excursions and school events can be given to the class teacher first thing each morning in the classroom. Money needs to be placed in a named, sealed envelope including class number and reason for payment. Envelopes are available at the front office, 10 for $1-00. Envelopes will no longer be attached to excursion/incursion notices. Signed notices can be attached to the envelope or placed inside. Money envelopes can also be placed in the slot under the front office counter. Receipts will then be issued the next day. Credit card and EFTPOS payments are welcome and can be taken over the phone.

Receipts are issued for all excursions/incursions so please follow up with your child for your receipt. This is the only proof that payment has been made to the school.

NEWS & UPDATES
Three times a term an E Newsletter will be distributed via an email link. Our newsletter celebrates school events and student achievement.

A weekly KPPS Update will be emailed home to parents every Tuesday. This document will include key dates, future events and important family information.

Please ensure the school office has an up-to-date email address for your family.

OFFICE HOURS
The school office is open from 8:25am – 4.00pm Monday – Friday.
Messages can be left on the answering machine before and after these hours.
OPEN MORNINGS
For friends interested in enrolling students at KPPS, Open Mornings are held twice per term. The 90 minute talk and tour of the school outlines the key priorities and activities of the school. Bookings can be made at the front office.

OUT OF SCHOOL HOURS CARE
The Kidman Park Primary School Out of School Hours Care Program aims to provide quality recreational care for primary school aged children. The Co-ordinator of the program is Freddy Santos. All bookings or cancellations must be made through Freddy on 0401 121 740. Bookings are taken in week 6 of the preceding term. During the term only emergency vacancies are available for last minute placement.
Vacation Care occurs at KPPS during all school vacations.

PARENT HELPERS
There are many avenues for parents, family members and community members to help at KPPS. This includes; listening to reading and general classroom support, coaching sports teams, assisting on Governing Council (or a sub committee), working in areas like the library or canteen and even helping in our grounds. If interested please contact a class teacher or the front office. Assisting at school also means agreeing to follow DECD Child Protection guidelines. In 2015 regular volunteers at the school must have a Relevant History Screening. Forms are available from the front office.

PARENT GUIDE TO RAISING A CONCERN OR COMPLAINT

Education and quality care are vital for your child’s success
At Kidman Park Primary School we are committed to delivering high quality education and care. Working with families to resolve any concerns or complaints is a key part of how we will deliver on this commitment.
We also recognise that sometimes things go wrong and you may feel that your expectations for your child are not being met. If you have an unresolved issue or a complaint, then you are encouraged to raise it. It is important that we work together, talk, listen and find solutions so that we can improve your child’s learning and school experience plus improve our services to the Kidman Park community.

About concerns or complaints
A complaint may be made by a parent if they think that the school has, for example:
- done something wrong
- failed to do something it should have done
- acted unfairly or impolitely
Your concern or complaint may be about:
- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice
Sometimes a complaint is about something we have to do because of state or federal law, department policies or school agreements. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.
A full copy of our school policy and procedures to raise a complaint can be found at the back of this booklet or on the school website.

PERSONAL PROPERTY
Kidman Park Primary School cannot be held responsible for the replacement or repair of students’ personal property. It is highly recommended that personal items be kept at home. Students do not need electronic items, games, swap cards etc at school. If any items are required as a part of a lesson a note will be sent home by the appropriate staff member. Staff members do not have the time to investigate the damage or disappearance of a student’s personal property.
PG MOVIES
Many suitable educational movies/programs can be rated as PG due to low level animated violence or similar. Many of the programs have been aired on television during family time or seen by community members at the cinema.

Instead of seeking permission from parents every time a snippet of a movie or program has been viewed in the classroom we instead seek permission for staff to show programs that they have checked and believe appropriate for viewing by his/her class.

Permission is granted on the 2015 Parent Consent form.

PHOTOGRAPHS & CAMERAS AT SCHOOL
In a digital world photographing and filming students is a regular activity at school. Digital images can be used for projects, artwork, assessment and reporting and much more. To provide an audience for student work, to share school events with our community it is important that images are shared with our community. This can include: displays on walls, foyer screen, at special events (e.g. Kidman Celebrates), in the school newsletter, school website, class blogs etc. Occasionally images can also be used for promotional brochures and information booklets.

Special permission will always be obtained for images used by the media.

If a child has a protection order or any other reason why he/she cannot have an image displayed then it is important for the school to be notified. A permission slip will be completed at the start of the school year and when a student commences school.

Placing images of students and staff members on a social networking site or any other website without permission is illegal. It is important that all students are aware of their responsibilities when photographing their peers. The school will engage the police if any student chooses to breach privacy laws.

PREMIER'S READING CHALLENGE
The Premier's Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to:

- Encourage students to read more books and enjoy reading
- Improve literacy levels.

The Challenge requires students to read 12 books between the beginning of the school year and early September. Eight of the books must come from the prescribed list. Information can be found at: [www.premiersreadingchallenge.sa.edu.au](http://www.premiersreadingchallenge.sa.edu.au) or speak to our librarian Lois Burrow.

PREMIER'S BE ACTIVE CHALLENGE
This program aims to support students to develop healthy and active lifestyles. Most classes participate in the program. Students need to participate in 60 minutes of activity per day over a four week period. Further details from Terry Ahern, Tricia Matthews or go to: [www.pbac.sa.edu.au](http://www.pbac.sa.edu.au)

RELEVANT HISTORY SCREENING
What we once called ‘Police Checks’ are now called Department for Communities and Social Inclusion (DCSI) Relevant History Screening. To ensure the safety and well-being of our students, guidelines recommend that anyone working with students must have a Relevant History Screening.

The following volunteers at our school must have a clearance –

- attending any excursion (especially when parents supervise small groups), overnight camps/school sleep-overs or billeting programs
- working one to one with children or working in close proximity to children on a regular basis eg LAP, music, drama, coordination skills etc (this includes a parent working regularly with only their own child but in proximity to other children)
- acting as a coach or manager of teams or groups of children and young people
- working in resource centres, offices, canteens
- accepting a position on governing council or committees. (This is to protect against people adversely influencing the protective climate of an education/care environment through the decisions of committees or boards.)

PROCEDURES
- Application Forms are collected from the front office.
- Completed forms (with copies of identification) are returned to the school office and then verified and forwarded to the Screening Unit for processing. The cost of $55-00 will be covered by the school for volunteers.
- A copy of the approval letter must then be given to the school as soon as it has been received.
- We highly recommend that all parents apply for a screening check.
- Checks are only valid for 3 years.

*Please note - it has taken up to 6 -8 weeks for forms to be processed.*

SCHOOL CARD
The School Card Scheme provides financial assistance towards the educational expenses incurred by families who meet the eligibility criteria. Eligibility for the School Card is generally dependent on the parent or guardian being able to produce to the enrolling school the relevant documentation attesting to their income level, for example, Parenting Payment, Single Pension card or other evidence as determined from time to time by the department. Applicants wishing to be considered for School Card assistance must apply each year. School Card is based on your 2013/2014 income. The limit for 1 dependent child is $35,477-. Forms can be collected from the front office. We prefer families to submit applications as soon as possible. For further information 1800 672 758.

SCHOOL FEES
School fees are set by the Governing Council each year. The fees in 2015 are $310. This covers basic materials and services. School fees should be paid at the beginning of the school year once a family has been invoiced. Payments throughout the year can be negotiated where more than one child is involved or where financial difficulty is experienced. DECD Central Debt Collection is used for default payments. An additional levy of $40 per family towards our building fund is also requested. This amount is tax deductible. All contributions to the building fund will be used to develop our grounds and create a new storage facility for the Learning Centre.

SCHOOL TIMES
*Students are supervised in the school yard between the hours of 8.25am and 8.40am. All students arriving to school unsupervised before this time should be booked into Before School Care.*

8:25 Siren   Students enter school grounds and supervision begins  
             *The oval and all playgrounds are closed before school*

8:40 Siren   Students enter classrooms to prepare for lessons

8:50 Siren   Lessons commence

11:00 – 11:20   Siren  Recess break

11:20 – 12:50   Lessons

12:50 – 1:00 Siren  Lunch eaten with teacher supervision

1:00 – 1:40 Siren  Lunch break

1:40 – 3:10 Siren  Lessons

3:10 Siren   End of school day

3:25 Siren   Yard no longer supervised by staff. Students at school must be under parent supervision or attending OSHC

DECD policy does allow staff members to conclude lessons, tidy rooms or provide information to students after the final siren. Teachers are involved in team meetings and staff meetings every Monday and Tuesday from 3:30pm.
Where possible we request parents organise alternate nights to meet with teachers. The same applies in the morning after 8:50am.

SOCIAL JUSTICE
Social Justice addresses poverty and supports fairness and equality for all groups most likely to be disadvantaged by the school system. At Kidman Park Primary School we aim for equity in the distribution of resources and services. The school has a number of policies and initiatives which seek to address particular Social Justice issues. Parents who are experiencing hardship can ask for assistance in camps, swimming and excursions.

SOLE CUSTODY / ACCESS
Information about custody orders must be shared with a member of the leadership team and class teacher. To follow directions of Custody Orders, the school must be given updated copies of orders.

SPECIAL EDUCATION
There are a wide range of programs that provide support for students with disabilities. The Special Education Team operates from Room 13 (The Shed) located upstairs in the main building. The school currently employs a Special Education Teacher – Kay Bosworth. Kay is responsible for coordinating a team of support staff and programs to meet the needs of a diverse range of children and managing the Negotiated Education Plan (NEP) procedures. Kay is also the point of contact for our Support Services team. In 2015 we will be allocated a new team of service providers based at our Felixstow office. Kay works Mondays, Tuesdays & Fridays.

SPECIALIST LESSONS
All students participate in 5 x 45minutes of lessons provided by specialist teachers each week. In 2014 our main lessons are:

- Japanese: Debra Charmichael 2 x 45 minute lessons (F-7)
- PE: Terry Ahern 1 x 45 minute lesson (12 classes)
- Positive Education: Desy Pantelos 1 x 45 minute lesson (F-7)
- Health: Jenny Preston 1 x 45 minute lesson (F-5)
- Resource Based Learning: Lois Burrow 1 x 90 minute lesson (6-7)
- All classes participate in Resource Based Learning with Lois and their class teacher for two terms in 2015.

- Minor variations to this roster occur for some classes.
- Specialist lessons are important parts of the school curriculum. Students are expected to follow school rules and adhere to the school values when participating in lessons with specialist teachers.

SPORTS DAY
Sports Day is a fun, whole school event. All community members are invited to participate. Sports Day will be held on the last Friday of term three (September 25th).

STAFF LIST

<table>
<thead>
<tr>
<th>Staff List</th>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>John Clarke</td>
<td>1 U6 Alex Stojanovic</td>
</tr>
<tr>
<td>Deputy</td>
<td>Karen Duval</td>
<td>1/2 U1 Margie Dunstan</td>
</tr>
<tr>
<td>LC Coordinator</td>
<td>Enza Maselli</td>
<td>1/2 U2 Marina Lekkas (M, Tu, W, F)</td>
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<tr>
<td>Australian Curriculum</td>
<td>Sandra Gibbons</td>
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<tr>
<td>PY LC1</td>
<td>Ruth Matthews/Enza Maselli</td>
<td>2/3 R7 Mike Paluszakiewicz</td>
</tr>
<tr>
<td>EY LC2</td>
<td>Barbara Bayly</td>
<td>2/3 R8 Noeleen Cox</td>
</tr>
<tr>
<td>F U4</td>
<td>Danielle Tylor</td>
<td>3/4 R10 Merilyn Knott</td>
</tr>
<tr>
<td>F U5</td>
<td>Ebony Strong</td>
<td>3/4 R11 Sandra Gibbons (W-F)</td>
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STUDENT ENROLMENTS

Kidman Park Primary has a ‘Priority Enrolment Area’ to ensure places are available for students living in our local area. Vacancies at the school are now often limited. It is important that families complete enrolment forms for any siblings of current students at least 6 months before commencing school. (See website for Priority Enrolment Area).

All children commence school at the beginning of the year. Children who turn five before May 1st will commence school at the beginning of the year. Children who turn five after May 1st will commence school the following year.

STUDENT LEADERSHIP

A variety of leadership opportunities exist for students across the school. This includes: School leaders (Year 7s), Sports Day Captains, Student Achievement Teams, lunchtime activities and leadership of team meetings.

STUDENT PHONES

A number of students now bring personal phones to school. Whilst we understand these phones assist in the safety and well-being of students independently travelling to school, they are not required during the school day and can become a distraction to learning.

It is critical that all communication between students, parents and school staff takes place through official channels. It is not appropriate for students or parents to be contacting each other via a student’s personal phone during the school day. School staff have a duty of care for all students and so messages from parents to students must be via school staff.

Using phones to take images and to record conversations without permission is illegal, as is posting images on websites or social networking pages. As a school we have a responsibility to ensure the safety and well-being of all students at our school. Therefore, we will follow all legal obligations if procedures are not followed.

Students can contact parents (when appropriate) using the main school phone by gaining permission from a staff member. Foundation -5 students must leave their phone at the front office before school. Year 6-7 students must hand their phone to their class teacher or the front office.

Phones used during the school day will be confiscated and returned to the student after school.
STUDENT WELLBEING CURRICULUM
For all KPPS staff the school year started with an inspiring and energetic two days of work with international speaker Amanda Gore. Everyone was inspired by her energy, inspiration and passion to create a joyful world. We have been motivated to make our school a place of joy where everyone feels safe, motivated to learn and caring for others. The Joy Project has started at KPPS – we hope that everyone will join the journey to help transform the lives of our whole community.

- Talk to your child about: The PEARL Room, gratitude glasses, Circles of Joy, positive music, Joy Jigs, TaDa moments etc to check his or her engagement in this project.
- Desy Pantelos is leading the whole school change with all students visiting her in the PEARL Room. Desy will be using a variety of different activities and tools from Amanda’s work and Positive Education to create whole school change.
- Our student Joy Action Team will also add another layer of positiveness around the school.
- Classes are currently focusing on a variety of different joyful activities, later this term we revisit Gratitude and next term we will move onto new topics.

Our next newsletter will outline in detail the Joy Project.

How does this help student learning outcomes? Is the Joy Project really needed? Mental health is becoming our #1 health issue. Depression is impacting on the lives of many. We all need the skills to be optimistic, to get along, to listen, laugh, have hope, forgive and have inner peace.

Imagine the resiliency of our students if they have this inner strength to be joyful and then the learning that will come from that place.

CIRCLE TIME
Circle Time is a structured framework for group interaction that is intended to support communication skills, personal and social development and resilience which creates a supportive class and yard environment.
Circle Time uses individual, paired, small group and whole class activities. Many of these activities/scenarios are presented as games and class discussions. By focusing on important issues that help to create a successful learning environment students can make better choices for themselves that improves both their class and yard behaviour in a positive way.

As Circle Time enhances the skills needed in healthy relationships, addresses bullying and increases confidence in communication we believe it is an integral part of our school learning program. Circle Time is a part of our Positive Education program.

SWIMMING
Swimming for F-5 students takes place at the Thebarton Pool (opposite the Brickworks Markets). Swimming will be during week 4, Term One (commencing February 16th). Medical forms must be returned and any medication listed on the form MUST be taken to the pool and given to the instructor. The medication must include student’s name, dosage details etc and not have expired. Medication must be accompanied with a Health Care Plan signed by the relevant doctor.

2015 TERM DATES

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>27th January</td>
<td>10th April</td>
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<tr>
<td>Term 2</td>
<td>27th April</td>
<td>3rd July</td>
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<tr>
<td>Term 3</td>
<td>20th July</td>
<td>25th September</td>
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<tr>
<td>Term 4</td>
<td>12th October</td>
<td>11th December</td>
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</tbody>
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TERM PLANNER
Each term a planner of key dates will be sent home to families. These dates will also appear regularly in the school newsletter.

UNIFORM - Dress Code
Kidman Park Primary School has a school uniform based on the school colours of royal blue and white.

The School Uniform Policy has been developed and passed by Governing Council following school community consultation. Through a survey carried out across the school, parents strongly indicated that they supported their children wearing the school uniform.

The school uniform comprises a modern range of garments that have been selected for their practicality, good quality and value for money. The uniform comprises royal blue tops and navy bottoms and hats. Summer dresses in a blue check pattern are also available.

The Uniform Shop is run as a service to parents and is operated on a “not for profit” basis. This keeps prices at a very reasonable level and helps promote the wearing of school uniform.

Wearing school uniform gives children a sense of belonging and identity and develops pride in the school. It is functional and is a cheaper alternative than wearing casual clothes and avoids anxiety and competition regarding clothing.

Parents have the right to exempt their child from wearing the school uniform through a written letter to the Principal.

SUPPLY OF UNIFORMS
Uniforms can be purchased from the Uniform Shop between 8.30 – 9.00am on Monday and Tuesday mornings. The Uniform Shop is currently located next to the canteen. The Uniform Shop is staffed by Carli Tanti and parent volunteers.

Payments for uniform purchases can be made in the shop if paying by cash or cheque, or in the front office for credit card payments.

SUITABILITY OF CLOTHING
The school has a physical education program which includes running, exercising, climbing and dancing. All children should be suitably attired with comfortable practical clothing and footwear. The school uniform is ideal for this.

The following items are NOT permitted to be worn:
- Face makeup
- Large jewellery
- Revealing clothing (including tight shorts)
- Denim jeans and denim shorts
- Thongs and tank tops
- Colours outside of the dress code

CASUAL DAYS
On casual days students can wear clothing appropriate with the theme of casual day. However students are still expected to observe sun safety rules, when outside, by wearing appropriate hats and clothing.

The NO HAT = RESTRICTED PLAY policy applies on casual days held between 1 September – 31 May.
UNIFORM RANGE
The range of garments may change from time to time due to change of suppliers or change in garment styles but this is not common. The overall aim is to keep the uniform style consistent from year to year wherever possible.

The uniform comprises garments for wear in both summer and winter, along with optional commemorative garments for Year 7 students and separate sports uniforms.

Summer Uniform
Unisex:
• Royal blue, short sleeve polo shirt with 3 stripe royal/navy/white collar with white embroidered Kidman Park logo.
• Navy micromesh shorts

Girls:
• Blue & white check pattern summer dress
• Navy skorts

Boys:
• Navy cargo shorts

Winter Uniform
Unisex:
• Royal blue long sleeve rugby top with 3 stripe royal/navy/white collar with white embroidered Kidman Park logo.
• Royal blue ¼ zip polar fleece jumper with white embroidered Kidman Park logo.
• Royal blue hooded windcheater with white Kidman Park logo printed on front and large white Pegasus logo printed on back
• Navy straight leg fleecy track pants

Girls:
• Navy polyester bootleg pants

Boys:
• Navy cargo pants

Year 7 Commemorative Garments
• Royal blue short sleeved polo shirt
• Royal blue winter jacket

Other Items
• Navy bucket hats with white Kidman Park logo printed
• Navy slouch hats with white Kidman Park logo printed
• Navy basketball shorts
• Navy school bags with white Kidman Park logo printed

SECOND HAND UNIFORMS
The Uniform Shop does stock from time to time, previously worn school uniforms that has been donated to the school. Prices range from $3- to $10-.

As a service to parents, the Uniform Shop will also accept previously worn school uniform for sale on consignment. In these cases, parents must clearly mark the price on garments and it is the parent's responsibility to check with the Uniform Shop whether items have been sold.

The School will not accept responsibility if garments are lost or if they are sold for incorrect prices. If garments have not sold within a reasonable timeframe, the School reserves the right to dispose of such items.

Note, the Uniform Shop will NOT accept any garments for resale that are not school uniform garments.
SPORTS UNIFORMS
Children playing sport for the school must be properly attired in the correct uniform for that sport. Penalties may apply in some sports for not wearing the correct uniform.

Kanga Cricket
   School short sleeve polo shirt
   Navy school shorts
   KPPS hat

Cricket
   A grade    - “Whites” (white polo shirt (short or long sleeve), white trousers or shorts, white socks and white floppy hat or KPPS hat)
   B/C grade - “Whites” preferred but as an alternative, school polo shirt, shorts and KPPS hat is acceptable.

Netball
   School short sleeve polo shirt
   Plain navy basketball shorts (no pockets), navy netball skirt or navy skorts (zipped pockets)

Soccer
   Kidman Park soccer shirt (provided on loan by school, hire fee applies)
   Navy football/soccer shorts
   Navy football/soccer socks

TeeBall
   School short sleeve polo shirt
   Navy school shorts/skorts
   KPPS hat

Softball/Baseball
   School short sleeve polo shirt
   Navy school shorts/skorts
   KPPS hat
BEHAVIOUR MANAGEMENT POLICY

OUR SCHOOL VALUES ARE; RESPECT, CARE, RESPONSIBLE AND ACHIEVE

Rationale:
At our school we aim to create a safe, caring community that provides opportunities for positive change for all students with a focus around our values.

Aims:
To achieve this goal we expect students will:

ATTENDANCE
- Be punctual
- Attend regularly
- Explain absences

DRESS CODE
- Be dressed neatly in school colours, as per school Dress Code Policy.
- Wear a hat outside when required (Sun Smart Policy).

RESPECT FOR SELF AND OTHERS
- Communicate using respectful oral / body language and tone.
- Work, move and play in a safe manner in classrooms and around the school.
- Be aware of the differing physical abilities of other students.
- Keep our environment free of aggression, violence and harassment.

LEARNING
- Be organised.
- Participate in learning programs and complete set work.
- Have a go and be persistent.
- Achieve your best.
- Follow school and class behaviour codes.

RESPECT FOR PROPERTY / ENVIRONMENT
- Care for the environment.
- Keep our environment free of graffiti, vandalism and litter.
- Care for our own, others and school property.
- Conserve resources (power, water, paper).

Staff Responsibilities
TEACHING
- Provide experiences to develop social skills as an integral part of the curriculum.
- Explicitly teach students by example what are acceptable behaviours.
- Inform parents and relevant staff about student’s learning and behaviour.
- Be organised.
- Establish relationship with students and their families.
- Provide opportunities for student negotiation, decision making and leadership.

RESPECT FOR SELF AND OTHERS
- Be inclusive of differences (cultural and disability).
- Model behaviours that reflect our school values.
- Be firm, fair and consistent.
- Maintain confidentiality.

Leadership Responsibilities
- Provide clear process and structures to manage students who are in time out from the yard and class.
- Ensure that staff, students and caregivers are familiar with the Behaviour Code.
- Ensure clear communication with all members of the school community.
- Ensure all staff receives appropriate training and development to complement the Behaviour Code.
- Regularly review and monitor the Behaviour Code in line with the DECS School Discipline Policy and the school community values.
- Support staff in developing classroom governance.
Parent Responsibilities

- Ensure your child attends regularly and arrives on time.
- Promptly inform the school of every absence by phone or a note.
- Be familiar with and support the Behaviour Code.
- Develop and maintain contact with the school in relation to your child’s learning and behaviour.
- Make appointments to speak to school staff.
- Ensure that interactions with school staff are respectful.
- Provide the school with up to date contact details.
- Notify school staff of behaviour incidents observed at school, rather than involving yourself.

Implementation / Consequences for irresponsible behaviour:

- Make up time / work missed.
- Communication with parents.
- Non-participation in lessons where students are at risk due to inappropriate clothing or shoes.
- Apology.
- Communication with parents.
- Buddy Class.
- Time out / Take home.
- Suspension / Exclusion.
- Detention.
- Student Development Plan to establish / monitor learning goals.
- Repeat the movement appropriately.
- Movement restrictions.
- Time out (yard).
- Take home.
- Non-participation in future events.
- Grievance procedures.
- Return / replace / repair property.
- Police contact.

RANGE OF RESPONSES TO RESPONSIBLE BEHAVIOUR

- Positive verbal / written feedback from staff.
- Sharing good work with others.
- Participation in special school activities.
- Teacher awards.
- Principal awards.
- Positive reinforcement / recognition programs at a classroom level.
- Presentation of awards / recognition at school assemblies.
- Selection for positions of responsibility in the school, eg. peer support, peer mediators, student representative council.
- The Shed lucky dip.
- House points.

The response made to irresponsible behaviour will be dependent on the frequency and severity of behaviours.

When irresponsible behaviours are ongoing or severe, a systems response may involve referral to regional Support Services, eg. Student Attendance Counsellor, Behaviour Support team, Interagency Referral manager.
KIDMAN PARK PRIMARY SCHOOL
ANTI-BULLYING POLICY & PROCEDURES

Rationale
This policy is a component of the Supportive School Community and is consistent with:

Aims
- The aim of this policy is to ensure that Kidman Park Primary School is free from bullying, for all members of the School community.

Beliefs (At Kidman Park Primary School we believe that)
- Bullying is the systematic abuse of power.
- Bullying is not simply about difference. It may occur because of people’s inability to accept and value difference.
- Bullying includes racist or sexual harassment or any other form of discriminatory behaviour.
- Bullying is everyone’s business.
- Bullying can involve violence – visible and invisible.

Definition
- Bullying involves one or more students exerting power or dominance over another or others.
- Bullying behaviour is deliberate, unwelcome, uninvited and usually repeated.
- Bullying involves behaviour which is physical, verbal, psychological or social/relational.
- Bullying includes a wide range of conduct that causes another person to feel embarrassed, offended, humiliated, insulted, ridiculed, angry or afraid.
- Bullying can have a serious long-term effect on the health and well being of young people.

Examples
- Having your lunch money taken away.
- Being left out of games or conversations.
- Being hit or kicked.
- Receiving upsetting SMS messages or emails.
- Hearing name calling and put-downs.
- Receiving unpleasant sounds or gestures or body language.

Objectives
- To reduce the incidence of bullying.
- To counter the view that bullying is an inevitable part of school life.
- To create a supportive climate and break down the secrecy surrounding bullying.
- To provide staff, students and parents with options to respond to bullying.

Implementation:
Students
If a student feels they are being bullied or has witnessed bullying behaviour they should:
- Tell the person that they are being a bully and to stop the behaviour.
- Support the person who is being bullied (see Bystander’s Code and request help from a teacher at the time of the incident.)
- Report behaviour to a staff member.
- Refrain from bullying others.
Teachers
If a student reports a bullying incident or a staff member witnesses incidents of bullying, they should:
- Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour.
- Find out the background and attempt to resolve the incident.
- Fill out a report form if appropriate.
- Refer the incident to a staff member if necessary.
- Offer the student a restorative meeting.

School
- Provide support to targets of bullying.
- Record and monitor incidents of bullying behaviour.
- Put in place anti-bullying procedures as appropriate. eg. Ask the perpetrator to acknowledge the behaviour and agree to stop it. Contact parent/s of the student who has been bullying another/others.
- Encourage target student to report similar behaviour if repeated.
- Keep class teacher involved.
- Dissemination of Policy and Procedures.
- Inclusion in Curriculum.

Parents and Caregivers
- Encourage students to discuss the effects and consequences of bullying.
- Encourage students to report any incidents of bullying.
- Contact the school if you are aware that any child is being bullied or suspect that it is happening.

Prevention strategies include
- Using the curriculum to teach students about respectful relationships, civics and citizenship. Some examples are Bounce Back, Values, Program Achieve and Social Skills.
- Developing programs to help students participate and have a say in their learning.
- Teaching students about violence prevention, conflict resolution, anger management, problem-solving.
- Teaching for and about diversity.
- Providing professional learning for staff in collaboration with local agencies.

Intervention strategies include
- Counselling students who have been bullied.
- Talking with parents or caregivers about the situation.
- Putting consequences in place for those who bully others.
- Teaching students to be better bystanders.
- Ensuring that all staff know how to address bullying effectively and respectfully.

Post-intervention strategies include
- Monitoring the situation between the students to ensure that their safety and wellbeing are maintained.
- Talking with parents or caregivers about strategies.
- Reviewing our yard duty procedures to make sure they are effective.
- Dealing with hotspots in the yard.
- Reviewing and evaluating behaviour codes and policies and procedures.

What can be done about bullying?
If you are bullied or you know someone who is being bullied:
Tell someone you can trust.
- You could tell your friend, tell your teacher, the principal or the chaplain.
- Tell your parents or caregivers too.
- You could give the Kids Help Line a call on FREECALL 1800 551 800.
**When to report**
Report the bullying to a trusted adult straight away. Do not ignore it. When bullying is ignored it may get worse.

**How to report:**
Tell the trusted adult:
- What has happened?
- Where the bullying happened?
- How often it has happened?
- If you have done anything to try to stop it happening?

**What trusted adults do about incidents of bullying:**
- Ask if the person being bullied wants us to do anything to help.
- Listen and talk to the person who has been bullied.
- Implement negotiated consequences for the person who has been bullying others. These may include time out, suspension or exclusion.
- Use a process such as Restorative Practice to help everyone involved to improve their relationships with each other.

*Note:* It is important to note that these steps may change. At Kidman Park Primary School we do not use a ‘one size fits all’ approach. This is because each person is different and each incident of bullying is different.
**KIDMAN PARK PRIMARY SCHOOL**

**PARENTS GUIDE TO RAISING A CONCERN OR COMPLAINT**

**Education and quality care are vital for your child's success**
At Kidman Park Primary School we are committed to delivering high quality education and care. Working with families to resolve any concerns or complaints is a key part of how we will deliver on this commitment. We also recognise that sometimes things go wrong and you may feel that your expectations for your child are not being met. If you have an unresolved issue or a complaint, then you are encouraged to raise it. It is important that we work together, talk, listen and find solutions so that we can improve your child’s learning and school experience plus improve our services to the Kidman Park community.

**About concerns or complaints**
A complaint may be made by a parent if they think that the school has, for example:
- done something wrong
- failed to do something it should have done
- acted unfairly or impolitely

Your concern or complaint may be about:
- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice

Sometimes a complaint is about something we have to do because of state or federal law, department policies or, school agreements. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

**What to do if you have a complaint**
So that we can all work together to get the best outcome for your child, there are some simple steps to keep in mind if you have a complaint about public education and care.

**Step 1** Appointment made by parents with the classroom (or other) teacher concerned.
(Making an appointment makes the most productive use of time - teachers are free to give their full attention.)

**Step 2** If not resolved, make an appointment with the Principal, Deputy Principal or Unit Coordinator.
(Let them know what subject matter is going to be raised to shortcut the procedures.)

**Step 3** Meet with the Principal / Deputy Principal / Unit Coordinator.
- This would be followed up with a phone call at later times to monitor the situation.
- It may also result in discussion with the parents, class teacher, principal, deputy principal or coordinator.
- It might include inviting outside support for the family or school, e.g. guidance officer, social worker or behaviour management support.

**Step 4** If the problem is still apparent another meeting will be arranged between parents, principal and teacher involved.
Where possible, the school will aim to resolve your concern or complaint ideally within 15 working days.

**Step 5** If after Steps 1-4 the issue has not been resolved, an approach can be made to Ms Jenny Sommer, Education Director, Western Adelaide Shores Partnership, Felixstow Education Office, 5 Briar Road, FELIXSTOW 5070. 8366 8864
The office will review your complaint and aim for a resolution within 20 working days.
Step 6  The Department for Education and Child Development Parent Complaint Unit can be contacted. The hotline number is 1 800 677 435.
The unit’s role is to –
- Provide advice and support to parents about their concern or complaint
- Objectively review complaints that have not been resolved at the school or regional level.

Parents may:
- use any of the grievance procedures outlined in this brochure

Grievance procedures for staff
While parents can expect the staff to respect their views, if a parent’s behaviour, when raising an issue, is felt by staff to be inappropriate (eg. intimidating, threatening, harassing), that staff member may decide it is best to postpone the communication for the time being.
Following such a situation, a staff member may:
- stop a conversation and refer the matter to the principal
- seek advice from the principal
- communicate with the parent in writing
- meet with the parent by appointment only
- suggest that another person/parent be nominated as an advocate/mediator in ongoing communication
- contact an appropriate officer of DECD for support to re-establish effective communication
- seek police assistance or legal advice

Please remember…
- Parents cannot approach students in the yard to discuss issues or conflicts. Please talk to a staff member re concerns about other children at KPPS.
- It is not appropriate to raise with Governing Council members, issues about the professional performance of KPPS staff members. These complaints must be directed to the Principal or Education Director.
- Aggression towards another member of the KPPS community could result in police action or be libellous.
- It is important to hear all sides of a story and thus understand the perspective or information gathered by a staff member.
STEPS TO RAISING A CONCERN OR COMPLAINT

Step 1

STUDENT LEARNING / CLASSROOM CONCERNS
Make an appointment to meet with the appropriate teacher.

Resolved ✓ Not Resolved

Whole School or Other Concerns
Make an appointment with Principal, Deputy Principal or Unit Co-ordinator

Resolved ✓ Not Resolved

Step 2

Make an appointment with Principal, Deputy Principal or Unit Co-ordinator

Resolved ✓ Not Resolved

Step 3

Meet with Principal, Deputy Principal or Unit Co-ordinator

Resolved ✓ Not Resolved

Step 4

Organise another meeting with appropriate staff member

Resolved ✓ Not Resolved

Step 5

Make an appointment with Mr Greg Petherick, Assistant Regional Director, Adelaide West 8416 7333

Resolved ✓ Not Resolved

Contact the DECD Parent Complaint Unit 1800 677 435
Dear Parent/Caregiver,

The measures to ensure the cyber-safety of Kidman Park Primary School are based on our core values. To assist us to enhance learning through the safe use of information and communication technologies (ICTs), we are now asking you to read this document, discuss the document with your child(ren) and, with your child, sign the agreement.

Rigorous cyber-safety practices are in place at KPPS, this includes the requirement by all members our community to this agreement. Child protection education, such as the Keeping Safe child protection curriculum, includes information about remaining safe when using new technologies and is provided to all students during the school year.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at Kidman Park Primary School, and to the effective operation of the school. The ICT equipment is for educational purposes appropriate to this environment, whether it is owned or leased either partially or wholly by the school, and used on or off the site.

The overall goal of Kidman Park Primary School is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber-safety offences that undermine the safety of the school environment.

Material sent and received using the network may be monitored and filtering and/or monitoring software may be used to restrict access to certain sites and data, including e-mail. Where a student is suspected of an electronic crime, this will be reported to the South Australia Police. Where a personal electronic device such as a mobile phone is used to capture images of a crime, such as an assault, the device will be confiscated and handed to the police.

While every reasonable effort is made by schools and DECD administrators to prevent children’s exposure to inappropriate content when using the department’s online services, it is not possible to completely eliminate the risk of such exposure. In particular, DECD cannot filter Internet content accessed by your child from home, from other locations away from school or on mobile devices owned by your child. DECD recommends the use of appropriate Internet filtering software.


Please contact the principal, if you have any concerns about your child’s safety in using the Internet and ICT equipment/devices.

Kidman Park Primary School will:

- **Do its best to enhance learning through the safe use of ICTs. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or on ICT equipment/devices at school or at school-related activities**
- **Work with children and their families to encourage and develop an understanding of the importance of cyber-safety through education designed to complement and support the Use Agreement initiative. This includes providing children with strategies to keep themselves safe in a connected online world**
- **Respond to any breaches in an appropriate manner**
- **Welcome enquiries at any time from parents/caregivers/legal guardians or children about cyber-safety issues.**

Important terms:

- **Cyber-safety** refers to the safe use of the Internet and ICT equipment/devices, including mobile phones.
- **‘Cyber bullying’** is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies - such as e-mail, social networking, instant messaging, webpages or SMS (text messaging) - with the intention of harming another person.
- **‘School ICT’** refers to the schools’ computer network, Internet access facilities, computers, and other ICT equipment/devices as outlined below.
- **‘ICT equipment/devices’** includes computers (such as desktops, laptops, tablets), storage devices (such as USB and flash memory devices, iPods, MP3 players), cameras, all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies.
- **‘Inappropriate material’** means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a school or preschool environment.
- **‘E-crime’** occurs when computers or other electronic communication equipment/devices (eg Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.
PARENT & STUDENT AGREEMENT

Parents/caregivers play a critical role in developing knowledge, understanding and ethics around their child’s safety and safe practices regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following strategies to help us stay safe when using ICT at school and after formal school hours.

1. I will use the computers and other ICT equipment only for my learning.

2. I will go online or use the Internet at school only when a teacher gives permission and always for appropriate activities.

3. If I am unsure whether I am allowed to do something involving ICTs, I will ask the teacher first.

4. If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my name.

5. I will keep my password private.

6. I will not post photographs of other students or staff members that have been taken at school, on Facebook or any other social networking site. It is illegal to take images of others and to post them online without permission.

7. I will use the Internet, e-mail, mobile phones or any ICT equipment only for positive purposes, not to be mean, rude or offensive, or to bully, harass, or in any way harm anyone else, or the school itself, even if it is meant as a joke.

8. While at school, I will:
   - only attempt to search for things online that I know are acceptable at our school. This would exclude anything that is rude or violent or uses unacceptable language such as swearing.
   - report any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school.

9. If I find anything that upset me, is mean or rude, or that I know is not acceptable at our school, I will:
   - not show others
   - turn off the screen
   - get a teacher straight away.

10. Only with permission from home and school will I bring any ICT equipment/devices to school. This includes things like; iPods, games, cameras, tablets and portable drives. I understand that the school cannot take responsibility for damaged or lost personal items.

11. I understand that it is important to protect the school’s network from viruses and other malicious software that can damage school and student files. Any USBs or external files must be checked for viruses whenever inserted into computers or laptops. Games, music and other similar files regularly contain dangerous viruses and so must not be downloaded or brought to school without teacher permission.

12. The school cyber-safety strategies apply to any ICTs brought to school or used at school.

13. To ensure my compliance with copyright laws, I will only download or copy any files such as music, videos, games or programs with the permission of a teacher or the owner of the original material.
14. I will ask my teacher’s permission before I put any personal information online. Personal identifying information includes any of the following: (This information cannot be posted online or given to strangers.)

- my full name
- my address
- my e-mail address
- my phone numbers
- photos of me and/or other people close to me

15. I will respect all school ICTs and will treat all ICT equipment/devices with care. This includes:

- not intentionally disrupting the smooth running of any school ICT systems
- not attempting to hack or gain unauthorised access to any system
- following all school cyber safety strategies and not joining in if other students choose to be irresponsible with ICTs
- reporting any breakages/damage, or, inappropriate behaviour by other students to a staff member.

16. If I do not follow cyber-safety practices the school may inform my parents/caregivers. In serious cases, the school may take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police and hold securely personal items for potential examination by police. Such actions may occur even if the incident occurs off-site and/or out of school hours.

Parent responsibilities include:

- discussing the information about cyber-safety with my child and explaining why it is important
- supporting the school’s cyber-safety program by emphasising to my child the need to follow the cyber-safety strategies
- contacting the principal or nominee to discuss any questions I may have about cyber-safety and/or this Use Agreement.

Please sign the enclosed permission form to indicate your willingness to support and follow this agreement.