Introduction

Plympton Primary School was established in 1861. Today our school offers a wide range of skills and opportunities to its students.

The major focus of our school development plan is to improve student achievement in Mathematics and English.

We value caring relationships between teachers, students and parents & caregivers, and aim to create a happy, safe, and friendly school community.

Parent interaction with the school through comments and participation in general activities and decision making within the school community is welcomed and greatly appreciated.

This handbook is intended as a guide to the features and operations of the school. It is an introduction to what will be a rewarding and memorable school experience for both children and their parents & caregivers.

Tradition of Excellence Since 1861

Plympton Primary School is the state’s oldest Primary School still operating on the same site, having been established 1861. The school is steeped in tradition and our 150th Year Celebrations reaffirmed a long standing interest in and support for the school.

Plympton Primary School provides quality education in a caring environment.

Features of the school include:

- A computer suite and / or stand-alone computers in all classrooms
- A comprehensive curriculum
- Specialist music tutors
- Various learning support programs
- School uniform
- Swimming pool
- Netball/basketball court and large hall
- Student Representative Council
- High level of parent participation
- School canteen
- Special Education Support Program
- Before and After School Hours Care and Holiday Care programs.

Staff of 2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Alex Vlachoulis</td>
<td>Teacher: Year 1 &amp; 2</td>
</tr>
<tr>
<td>Alison Salisbury</td>
<td>School Service Officer: Finance</td>
</tr>
<tr>
<td>Anthea Campbell</td>
<td>School Service Officer: Library and Special Ed.</td>
</tr>
<tr>
<td>Brenton Woolford</td>
<td>Teacher: Years 1 &amp; 2</td>
</tr>
<tr>
<td>Cameron Wright</td>
<td>Teacher: Years 1&amp;2 (terms 1&amp;2)</td>
</tr>
<tr>
<td>Cath Newbould</td>
<td>Teacher: Years 3 &amp; 4</td>
</tr>
<tr>
<td>Christie Johnston</td>
<td>OSHC Director</td>
</tr>
<tr>
<td>Daniela Lawlor</td>
<td>Senior Leader and classroom teacher Years 4 &amp; 5</td>
</tr>
<tr>
<td>Don Woodhouse</td>
<td>ICT Support</td>
</tr>
<tr>
<td>Emma Falconer</td>
<td>Teacher Years 3&amp;4 (from term 3)</td>
</tr>
<tr>
<td>Emmily Hyde</td>
<td>Teacher: Physical Education</td>
</tr>
<tr>
<td>Glenys Verrall</td>
<td>Teacher: Reception</td>
</tr>
<tr>
<td>Jane Finlayson</td>
<td>Teacher: Years 1 &amp; 2 (from term 3)</td>
</tr>
<tr>
<td>Jill Parkes</td>
<td>School Service Officer: Administration</td>
</tr>
<tr>
<td>Jonathan Gardner</td>
<td>Teacher: Years 6 &amp; 7</td>
</tr>
<tr>
<td>Julie Toyama</td>
<td>School Service Officer: Special Ed</td>
</tr>
<tr>
<td>Karen Tromans</td>
<td>Christian Pastoral Support Worker</td>
</tr>
<tr>
<td>Karly Heffernan</td>
<td>Senior Leader and classroom teacher Years 3 &amp; 4</td>
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<tr>
<td>Kerry Baldwin</td>
<td>Teacher: Reception</td>
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<tr>
<td>Margi Barylak</td>
<td>Teacher: Visual Arts</td>
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<tr>
<td>Melissa Nielsen</td>
<td>Teacher: Japanese &amp; Years 6 &amp; 7</td>
</tr>
<tr>
<td>Merryn Jones</td>
<td>Teacher: Years 4 &amp; 5</td>
</tr>
<tr>
<td>Sandra Starkey</td>
<td>Library, Special Ed. &amp; teacher Years 4 &amp; 5</td>
</tr>
<tr>
<td>Stewart Perkins</td>
<td>School Service Officer</td>
</tr>
<tr>
<td>Susan Cheong</td>
<td>E.S.L</td>
</tr>
<tr>
<td>Suzanne Donovan</td>
<td>Teacher; Years 3&amp;4 (Terms 1&amp;2)</td>
</tr>
<tr>
<td>Tina Bridgland</td>
<td>Teacher: Years 1 &amp; 2</td>
</tr>
<tr>
<td>Tom O'Callaghan</td>
<td>Principal</td>
</tr>
<tr>
<td>Tony Statton</td>
<td>Grounds person</td>
</tr>
<tr>
<td>Tracey Niekel</td>
<td>Teacher: Years 6 &amp; 7</td>
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<tr>
<td>Wendy Rutherford</td>
<td>School Service Officer</td>
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School Council

Purpose

The School Council is the major decision making group in the school. It oversees many issues and is supported by numerous sub committees made up of staff, council and school community representatives. We encourage parents & caregivers to be involved in our school community by joining a School Council sub committee.
Structure
The School Council consists of 16 or more members of the school community are elected at the School Council AGM. An executive is then elected by the Council. There are also 2 elected staff members and the principal (ex officio). Council meets on Wednesday evenings in weeks 3 and 8 each term, 7:30-9:30pm.

School Council Committees 2011

Canteen
(1 meeting per term or as required)
Considers canteen volunteer management, food, budget, menu, prices, and maintenance of equipment.

Fundraising
(1-2 meetings per term or as required)
Plans and organises events over the year, encourages parents & caregivers to participate and help out.

Out Of School Hours Care
(2 meetings per term or as required)
Plans budget, manages hiring of staff, promotes program, liaises with DECS and other funding bodies.

Education
(1 meeting per term or as required)
Supports development of the annual report, examines and helps formulate policy, responds to DECD initiatives and policies, supports staff in their work, keeps parents & caregivers informed about curriculum issues.

Sport
(1-2 meetings per term or as required)
Manages out of school sporting activities, provides a forum for sports coordinators & coaches, encourages participation in a wide range of sports by all students, considers proposals for different sports.

Facilities/Grounds/School Watch
(1 meeting per term or as required)
Develops plans for facilities in our school, including preparation of annual budget, and project work to improve our school grounds. Promotes School Watch to community, considers security matters.

Finance
(2 meetings per term prior to School Council or as required)
Prepares and manages school budget in consultation with School Finance Officer. Presents regular reports to Governing Council.

Student Representative Council

A staff member works with the SRC, which is composed of two elected representatives from each class. SRC representatives serve for 1 semester. They meet regularly and are involved in organizing whole school events, fund-raising and changes and modifications to school programs. The SRC plays an important role in the school’s decision making structure.

Transition

3 transition visits are organised for Reception students prior to starting school. A detailed letter is sent out to the children in the term before they start.

Admission Policy

Children start school in the term immediately following their fifth birthday. The decision to enrol should be made after consultation with the pre-school Director and the Principal of the school.

Time in the Early Years
It is DECD policy that children should have a minimum of ten and a maximum of fourteen terms in the Early Years (Reception to Year 2)
• Children enrolled in Term 1 will have 12 terms.
• Children enrolled in Term 2 will have 11 terms.
• Children enrolled in Term 3 will have 14 terms.
• Children enrolled in Term 4 will have 13 terms.

Children in Reception will be dismissed at 3:15pm. However if parents find their children have difficulty coping with the whole day, they may negotiate alternative times with the class teacher.

Term Dates

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>30 Jan - 5 Apr</td>
<td>23 Apr - 29 Jun</td>
<td>16 Jul - 21 Sep</td>
<td>8 Oct - 14 Dec</td>
</tr>
<tr>
<td>2013</td>
<td>29 Jan - 12 Apr</td>
<td>29 Apr - 5 Jul</td>
<td>22 Jul - 27 Sep</td>
<td>14 Oct - 13 Dec</td>
</tr>
<tr>
<td>2014</td>
<td>28 Jan - 11 Apr</td>
<td>28 Apr - 4 Jul</td>
<td>21 Jul - 26 Sep</td>
<td>13 Oct - 12 Dec</td>
</tr>
<tr>
<td>2015</td>
<td>27 Jan - 10 Apr</td>
<td>27 Apr - 3 Jul</td>
<td>20 Jul - 25 Sep</td>
<td>12 Oct - 11 Dec</td>
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</tbody>
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Materials and Service Fees

Materials and Service Fees are set by the School Council, and in 2012, they are $320.

Payment of Materials and Service Fees
An invoice is provided for each family detailing the Materials and Service fees for each student. Families are asked to settle this account by the end of Term 1. Parents & caregivers may negotiate time payment of fees if necessary. Please discuss this with the Finance Officer.
**Government Assistance Grant (School Card)**
Parents & caregivers who have difficulty in meeting the cost of the school fees, may apply to DECD for a grant to help cover the cost.
Forms are available from the front office. Families are asked to complete these forms as soon as possible and we will then forward them on for early processing.

**Bell Times**

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Times</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>8:50 - 9:35am</td>
<td>45 min</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>9:35 - 10:20am</td>
<td>45 min</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>10:20 - 11:05am</td>
<td>45 min</td>
</tr>
<tr>
<td>Recess</td>
<td>11:05 - 11:25am</td>
<td>20 min</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>11:25 - 12:10pm</td>
<td>45 min</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>12:10 - 12:55pm</td>
<td>45 min</td>
</tr>
<tr>
<td>Eating Lunch</td>
<td>12:55 - 1:05pm</td>
<td>10 min</td>
</tr>
<tr>
<td>Lunch Play</td>
<td>1:05 - 1:45pm</td>
<td>40 min</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>1:45 - 2:30pm</td>
<td>45 min</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>2:30 - 3:15pm</td>
<td>45 min</td>
</tr>
</tbody>
</table>

**Student Arrival and Departures**
Students should arrive at school between 8:30am and 8:50am.
Dismissal time is 3:15pm.
Formal rostered supervision is from 8:30am to 3:35pm.
Parents & caregivers collecting their children prior to 3:15pm are required to sign out their children at the Front Office.

**Attendance**
Parent & caregivers are asked to contact school when it is known students will be absent or late.
Absences for family reasons (holidays etc) must be applied for by parents and approved by the Principal on a form available at the Front Office.
Children who feel sick at school, or who are involved in an accident are taken to the front office where treatment is administered by the School Service Officers.
Should professional help be needed, the school carries St John Ambulance cover for all students in the school.
At the discretion of the Principal, parents & caregivers will be contacted in cases of sickness of accident.
Emergency contact information is kept in the Front Office. It is crucial that this information is kept up to date.

Parents & caregivers are asked to advise the Principal in all cases or suspected cases of an infectious disease in their children. The school will make the necessary contact with the parents & caregivers or CAFHS following this advice.
Current information pertaining to particular infections and diseases is available to all parents & caregivers on request.

**Assembly**
Whole school assemblies are normally Wednesday morning at 8.55a.m. on even school weeks.

**Information and Communication Technologies**
Students have access to a computer network and to the Internet. Computers are located in each classroom, in the library and in the computer suite. Families are asked to sign our Internet Policy when they enrol and this has further details about ICT across our school.

**Lunch Time Rules**
No child is permitted to leave the school grounds during school hours without permission of a teacher and parent & caregiver. For at least the first 10 minutes of the lunch break, all children are supervised when eating.

**Library**
Children borrow books from the Library, usually during Library Lessons with their class each week, and are encouraged to use a book bag. Parents & caregivers are welcome to look around the Library, either first thing in the morning or around 3.15pm.

**Reporting and Assessment**
We provide the following formal opportunities for parents & caregivers to obtain knowledge of classroom activities and programs for the year.

1. **Orientation / Acquaintance Night**
   This is normally held during the first half of Term 1 each year. The purpose is to explain details of classroom activities and programs.

2. **Term 1 Interviews**
   Formal Parent & Caregiver and Teacher interviews are held at the end of Term 1. They are intended to give a report of each child’s progress in all curriculum areas as well as their social development. Both strengths and areas for development are identified during these interviews.
3. Term 2 Mid. Year Report
These written reports are intended to give a comprehensive report of each child's progress in all curriculum areas.

4. Term 3 Interviews
These interviews, on request basis, seek to give parent & caregivers more information in relation to the term II reports and help to further consolidate the reporting process.

5. End of Year Report
A written report is sent home at the end of the school year.

If parents / caregivers have concerns about their child’s progress they are encouraged to contact their child’s teacher and make an appointment to see them at any mutually convenient time throughout school the year.

Homework
Homework plays an important role in children’s learning as it can help:
• develop good study habits
• teach self reliance
• develop sound organisational skills

The school recognizes that many children are involved in outside activities and these will be taken into account. Homework may be set up to 4 times a week and the following times are a guide:
• R – Year 2: 10-15 minutes
• Years 3-5: 20 minutes
• Years 6&7: 30-40 minutes.

Parents are encouraged to discuss any concerns they have with their child’s teacher.
Parents are reminded that there are many activities based on materials around the home that can be used to form valuable learning experiences and help with your child’s education. These include:
• Reading to and with your child.
• Listening to reading.
• Discussing the day’s events, television programs.
• Cooking - reading instructions, measuring ingredients.
• Reading the time - digital and analogue.
• Using money - recognition of, spending.
• Colouring in - hand-eye co-ordination.
• Skipping to improve co-ordination.
• Caring for pets.
• Tying shoe laces.
• Learning address and telephone number.
• Writing letters and emails to relatives and friends
• Using a calendar - months of year, day in each month.
• Measuring - mass, distance.

School Uniform
The wearing of school uniform is strongly encouraged and adds to the safety and well-being of all our students.

School uniform consists of school top with logo and plain black bottoms
All items are available through the uniform shop; some are kept in stock, others are ordered each term. Plain coloured black bottoms may be store bought. We are a Sun Smart school.

Tops (forest green or white)
• polo shirt with school logo, long or short sleeved
• windcheater with school logo
• zipped polar fleece jacket with school logo
• green and white check summer dress

Bottoms (plain-colored black)
• casual or cargo shorts,
• casual or cargo pants,
• track pants,
• skorts,
• netball skirts,
• bike pants.

Hats (with school logo)
• bucket
• slouch
• legionnaire

Wearing hats is compulsory from September to May inclusive. Students without a hat are directed to stay in the shade of the Room 8 veranda.

Footwear (Must be safe and well fitting and allow students to safely and actively participate in all school activities.)
Wearing jewellery and / or makeup is not permitted at our school.

Discipline / Behaviour
Plympton Primary School is a safe, caring, orderly environment in which the rights of all students to learn and all teachers to teach are supported and protected.

Rules
At Plympton Primary School, by respecting the rights of others, treating each other with kindness and consideration and caring for our surroundings, we will maintain a happy and harmonious learning environment.
This means we will remember to:
• Speak politely and consider each others feelings.
• Respect our own and other people’s property.
• Put litter in the bins provided.
• Walk
  • inside buildings.
  • around corners.
  • in the courtyard.
• Play within the school boundaries.
• Use footpaths to get from one area to another.
• Use balls on allocated or grassed areas.
• Play games that won’t endanger or hurt other children or adults.

Our school has a clear, strong, antibullying and harassment policy which all classes review each term.

Yard Behaviour
Students whose behaviour warrants being sent from the yard are expected to spend time in detention to consider the situation. Parents & caregivers receive a letter explaining what happened that they sign and return to the school. They are asked to reaffirm our behaviour expectations and support the school in its aim to maintain a safe, caring, orderly environment.

Classroom behaviour
Classes negotiate class rules at the beginning of the year

Stage 1
If a child breaks a class rule?
Warning

Stage 2
If inappropriate behaviour is repeated?
A reminder and/or class timeout

Stage 3
If inappropriate behaviour continues?
Timeout in class
Re-entry is negotiated with class teacher.

Stage 4
If inappropriate behaviour continues?
Timeout in another class
Re-entry is negotiated with class teacher.
Sit out time to be negotiated with class teacher and student to be counselled by deputy or principal who manage documentation which is forwarded to parents & caregivers.

Stage 5
If inappropriate behaviour continues?
Sent to office – work in Admin area on set tasks.
Re-entry is negotiated between principal and class teacher.

If a student is sent to Office Sit Out on three occasions, take home suspensions may occur.

Parents & caregivers will be consulted during this process.

Student Development Plans may be drawn up as part of this process and this will always be done with the student, parents/caregivers and staff.

Resolving Conflict

How does the school intervene when students are in conflict?
We don’t, always. Often it’s better to let children “sort it out”. However there are times when bullying occurs, or when one child is considerably upset or hurt that we need to.

We use a restorative approach. This means we get both sides of the conflict together and ask questions such as:
• What happened?
• What were you thinking at the time?
• What have you thought about since?
• Who was affected by this?
• What can we do to fix things up?

This restorative approach removes the blame and punishment from the situation and works at repairing the relationship between those in conflict. And it works!

What about serious misbehaviour?
Sometimes students need to be removed from the classroom or yard because their behaviour makes it unsafe for others. These students are counselled to think about their behaviour and to put right the harm they have done to others. This might be an apology or a contract in which they promise to change their behaviour.

Parents are always notified by letter, and are asked to talk with their child about what happened and to work with the school giving the same message about unacceptable behaviour. Parents are asked to acknowledge they have received the letter. School staff follow through with those students in the days after, to see that everything is working as planned.

And if it keeps happening?
Other strategies the school can and does occasionally use include:

Internal suspension. This is when a student is removed from the classroom for a day and works alone, under supervision, away from the class. Lunch and recess breaks are taken away from other students too.

Suspension. This is when a student must stay away from school for 1-5 days. Before they can return to the classroom, parents, the student and staff attend a re-entry meeting where goals are set for the student’s behaviour.

Exclusion. This is where an alternative placement is negotiated with a neighbouring school for the student for 4-6 weeks.

The aim of these strategies is to provide a “circuit breaker” for unacceptable behaviour patterns. They are designed to send strong messages about behaviour that
• signal that a student’s behaviour is not acceptable within the school community
provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning
• protect the right of other members of the school community to learn and be safe.

Grievance Procedures

What steps should parents and caregivers take if they have a grievance, or are dissatisfied about something that happens at school?

How will the school deal with the matter?

What should I do if I am still dissatisfied?

If the matter has to do with your child's class and something that happens in the classroom or school yard, your first step should be to approach the class teacher. Ask to meet at a mutually convenient time to discuss the issue. Remember, teachers are busy people and it is not reasonable to expect them to give their full attention to your concern 5 minutes before lessons begin at the start of the day. Usually by sitting down and discussing the issues or concerns, resolutions are reached.

Occasionally there are some issues that need further time. You could ask for the Principal or one of the Senior Leaders to join the discussion, and arrange to meet with them to help resolve the issue. Sometimes people feel comfortable if a partner or friend sits in on the meeting too. This is a great idea. Remember, we want you and your family to be happy and settled in our school. Your child’s learning and well-being is our concern too, and we will work with you to ensure things are right. By listening to your concerns and joining in respectful conversation, the majority of grievances are resolved satisfactorily for all.

If you are still unhappy, contact the Western Regional Office of DECD. The senior officer responsible for our school is Mr Greg Petherick. Phone 8416 7333.

If the matter is to do with broader school policy, the school council may be an appropriate forum to raise your concern. Contact one of the parent representatives, or write to the school council or make an appointment to see the Principal or one of the Senior Leaders.

If your child is in conflict with another child, do not approach that child or their parent yourself. Contact the class teacher, or the Principal or one of the Senior Leaders and let them know what has happened.

If you have a dispute or disagreement with another member of the community, attempt to resolve it outside of school, without involving your children, or ask school staff to intervene on your behalf.

School Services

There are a number of services available to children through the school.

Dental Care

All children at the school are eligible for dental treatment at no cost to the parents. This is carried out by the School Dental Service at the GP Plus Health Care Centre Marion, 10 Milham Street OAKLANDS PARK SA 5046 Parents need to make their own appointments by phoning the clinic on 74258400.

Medication at School

Parents & caregivers have the responsibility for the administration of medication. Generally older students can accept responsibility for their own medication such as aerosol puffers. However, younger children are not always ready to do this and it is necessary that school staff assist when appropriate.

When this occurs the parents & caregivers should ensure that the preparation is clearly marked with the student’s name and that a letter accompanies the medication from the doctor, outlining the dose and frequency of the medication. Where the medication is only required in the short term, it is appropriate to rely upon directions typed on the bottle or packet by the pharmacy. School staff will only dispense medication to children after negotiation with the family and where the parent & caregiver has consented in writing. It should be approved by a doctor and provided in container with dosage information.

A medication plan should be written up and signed by a doctor for more serious, regular medications.

Guidance

Psychological assessments by Guidance Officers are available on request through the school.

Speech Pathology

Speech assessments by Speech Pathologists are available on request.

Camps and Excursions

Children in the Year 3-7 classes may be involved in school camps every second year, which cost in the vicinity of $100 - $150. Parents & caregivers are normally given plenty of notice to budget and save for these.

Out of School Hours Care

An Out of School Hours Care (OSHC) program (including holiday care) is available for children attending this school and is located in the Hall.

The program provides supervised activities for children between 6:45am & 8:30am and 3.15pm & 6:00pm.

Costing and registration forms can be obtained from the Director.

School Bank

School banking is available from the Bank SA School Bank. It is conducted on a voucher system. Children hand in their deposits and voucher booklets on Tuesday mornings and they are usually returned to the school on Wednesdays.
Canteen

The Canteen is open each lunch time for drinks, snacks and treats and is staffed by volunteers. Lunches are provided by Café Vilis. Lunch ordering is organised by the class teacher at the start of the school day. Lunches are collected before lunch from the Canteen by class monitors. You are requested to use correct change in the lunch bag and place the order in on time. Credit is not available.

Special Features

Swimming
We have our own swimming pool where swimming lessons are offered to Reception - Year 3 students during the first term. A trained instructor takes these sessions. Year 4 & 5 students attend surf safety during Terms 1 or 4. Year 6 & 7 students participate in an aquatics program in Term 1 or 4.

Instrumental Music
Private provider music teachers provide lessons, on a user-pays basis, for piano / keyboard and guitar. Other instruments by negotiation.

Choir
Our senior school choir involving students from Year 7 successfully competes in the Festival of Music, which is held at the Festival Theatre every September.

Sport
Teams are organised for the various sports, depending on students’ interest and availability of coaches. Current sports include:
- Netball
- Football
- Softball
- Basketball
- Cricket

Japanese
Our Japanese teacher, instructs all students in Japanese. Currently, the teacher is available to answer queries on Monday – Thursday by appointment.

Useful Tips

Newsletters
These are sent home on a Wednesday (odd weeks) with the oldest child in each family, in the children’s bags. Please check bags regularly as children sometimes forget. Parents are encouraged to receive their newsletter electronically. Send your contact details and we’ll add you to the distribution list. Newsletters are posted on our website each fortnight.

Money
To streamline payment of money for any school related event (fees, excursions etc) all monies may be placed in the letterbox next to the Finance Window.

All money needs to be placed in a sealed envelope, which shows the following on the front:
- Name of student
- Room number
- Amount enclosed
- What it is for

Uniform Purchases
These purchases are made at the front desk.

Lost Property
Please name all children’s clothing. The lost property boxes are situated in the corridor next to the Front Office.

Bike Shed
The bike shed is situated next to the swimming pool and is locked during school hours. Children are not permitted to ride their bikes in the schoolyard.

Vehicles in the School Grounds

Parents must not park in the school grounds to drop off or pick up children.
Car parking is available in Sarah Jay Court, Keily Street or Owen Street and should be used if you are visiting the school during the periods immediately before and after school hours.
During school hours, parents may park in Sarah Jay Court or on the southern side of the asphalt area adjacent to the Keily Street / Owen Street entrance.
A speed limit of 5km/h applies to all vehicles entering or leaving the school grounds.
Drop off zones have been included in Owen and Chapel Street but parking is strictly limited - see information on signs.
Please observe parking signs!