



Keller Road Primary School



We trust that the time you and your family spend at Keller Road Primary School will be enjoyable and educationally rewarding.

We look forward to working with you and your family during your child's Primary years.

We welcome your participation in our school community.



WELCOME

The staff would like to take the opportunity to warmly welcome you and your child (ren) to Keller Road Primary School.

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

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

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

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

At Keller Road we provide opportunities for all students to achieve the best possible educational outcomes.

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

Some of the features of our school include

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

The school is a well-established school, which opened in 1975. Keller Road School caters for approximately 180 children in our mainstream classes and 32 in our Disability Unit. Our school priorities are focussed on Literacy, Numeracy and Student Well Being and are supported by our active Governing Council. We encourage all students to reach their personal best and reflect our values of Knowledge, Respect and Success.

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

Kind regards,
Narelle Kusabs
Principal

STARTING SCHOOL

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

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

Your child will need a school bag, lunch box, and drink bottle. Students are provided with a hat and homework satchel free of charge when they first enrol.

Information:

If you require information about Keller Road Primary School you can either ring 8258 3842 or come into the front office where all questions and relevant information can be given out.

ENROLMENT POLICY

Government schools will have two major enrolment intakes each year.

Intake 1 - Children who turn 5 years of age before 1st May, are eligible to start school at the beginning of the year (term 1).

Intake 2 - Children who turn 5 years of age before 1st November are eligible to start school mid-year the same year (term 3).

Children who turn 5 years of age on or after the 1st November will start school at the beginning of the following year.

TRANSITION FROM PRE-SCHOOL

Prior to commencing school, all children take part in the Preschool to Reception Transition Program which operates to promote a smooth start to school life.

By spending time with the class prior to starting school, the children settle in and become familiar with the new teacher routines, expectations and the school environment. Parents of newly enrolled students will also have the opportunity to attend an information session. New parents will be advised by letter of transition times. Transition days in our district are Wednesdays.

Starting school will be a very significant milestone in your child's life and therefore it is very important that you prepare adequately together for it. We encourage you to assist them to settle into their school life in the weeks prior to starting school by supporting them to

- be able to get dressed
- put away play things and materials after using them
- know how and when to use a tissue and dispose of it
- help them to be independent

All children will stay at school until 3.00 pm but if in the first days of school it is felt that a shorter time would assist with transition then this can be negotiated.

ENROLMENTS FOR OTHER STUDENTS

Enrolment forms are available at the Front Office and appointments to view the school and talk to the principal can be made by phone or in person.

We welcome you to:

- visit the school with your student and family
- share information about the student's learning
- discuss your student needs
- complete all relevant forms

Teachers can be consulted about the new enrolment and prepare to receive them. This is in the best interests of the child, and contributes towards a smooth transition to the new school.

GENERAL ROUTINES

SCHOOL TIMES

Children are supervised in the school yard between 8.30am and 3.10pm. Please be aware that students should not be on school grounds outside of these times.

8:30	Student supervision starts in yard & Breakfast Club open
8:45	First bell is sounded to move into classroom units
8:50	Learning Block 1
11.30	First break
12:00	Learning Block 2
1:50	Second Break
2:10	Learning Block 3
3:00	School finishes

Parents are not to enter the units before school begins, as this encourages students to become independent, and lessons can begin on time.

Students who arrive after 8:50am will be marked as late on the rollbook. All students arriving after 8.50am need to sign in at the Front Office and collect a late arrival slip to give to their class teacher.

Children are not allowed to leave the school during the day unless collected by an adult and signed out at the front office.

UNIFORM

Our school is a uniform school and we are proud of our school colours of navy and white.

Dress Code

- school zip up jacket incorporating school logo
- all other tops are to be plain navy blue or white
- all pants, shorts and skirts to be navy blue
- dresses are blue and white check
- footwear: enclosed, safe and provides adequate support
- all accessories (e.g. hair ties) to be school colours
- any items sold through the Uniform Shop

All students are required to wear school **sun smart hats**, when outside in **Term 1** and **4**, or when outside for long periods of time. A free hat is provided for new students when they begin at our school.

Unacceptable Attire Includes:

- footwear which is unsafe or does not provide adequate support e.g. thongs and high heels
- clothing and accessories with logos or designs
- very short skirts or shorts
- make up and nail polish
- jeans
- strappy or sleeveless tops/singlets
- all jewellery other than studs or sleepers (in ears) and a watch

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

Parents/Carers will be notified if students do not comply with the Dress Code.

Exemptions:

Principal may negotiate with parent's suitable clothing for their children on the following grounds:

- religious
- cultural
- financial hardship
- medical

SCHOOL

TEACHING AND LEARNING

The staff at Keller Road Primary School are committed to helping each student become an independent lifelong learner. The core business of Keller Road Primary School is teaching and learning in a supportive caring learning environment.

In pursuit of this, we are committed to:

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

STUDENT SUPPORT

Teachers and SSOs provide learning support for a range of students:

- reading intervention
- maths intervention
- support for students with disabilities
- support for students with speech or language difficulties
- support for students with learning difficulties
- EALD (English as an Additional Language or Dialect)
- extension support to cater for the needs of more able students

STUDENT SUPPORT PROGRAMS

Students at risk in their learning are identified through the assessment programs that the Department for Education provides, and supported with special planning and individual support. Learning Plans are developed for these students. Parents are informed and included in meetings with the classroom teachers, Department for Education support staff and SSOs. Programs including Multi-Lit, Mini-Lit and Quicksmart Maths are used.

OUT OF SCHOOL HOURS CARE (OSHC)

Keller Road Primary School currently have an onsite OSHC service provided by Happy Haven.

To find out more; Visit: www.happyhaven.com.au
Phone: 8155 5444
Email: kellerroad@happyhaven.sa.edu.au

LUNCHES

The school does not operate a canteen so lunch and recess will need to be sent from home each day: however, we currently have an offsite arrangement where lunches can be ordered and delivered to the classroom for Wednesday lunch. Please see the front office for the most recent menu and further information.

STUDENT LEADERS

At Keller Road Primary School we are committed to building the leadership capacity of our senior students. It is important for students to experience authentic opportunities to shape their school and be actively involved in decision making processes. We work as a team to build lifelong skills. Leadership opportunities are open to all of our students.

Our Wellbeing Leader will call Student Forums whenever opportunities arise for students to lead in areas across the site.

Students who are interested in the topic spend time brainstorming then working through the possible outcomes/ changes to present to the wider school community.

This allows more students to be actively involved in the decision making process across the site.

SPORT

Keller Road Primary School has a specialist P.E. teacher and offers a range of sporting activities. Our school is a member of the South Australian Primary Schools Amateur Sports Association (SAPSASA) and students have the opportunity to participate in many SAPSASA events. Our emphasis is on participation.

EXCURSIONS AND PERFORMANCES

Excursions and performances at school are an important part of learning. Teachers plan them to complement their educational programs. Most classes will attend at least one excursion in a year. Throughout the learning year special programs and activities support the classroom learning program in the Arts, Sport and Physical Activity, Culture and Health, Wellbeing, Literacy and Numeracy. Notices about these activities are sent home on special flyers and in the newsletter.

LOST PROPERTY

We ask that all clothing and equipment is named to avoid the large numbers of clothing that are lost each term. If your child has misplaced any uniform, please notify the classroom teacher, who can then assist your child to search the lost property.

RESOURCE CENTRE

The Resource Centre is an integral part of our school and is a vibrant and colourful focus for student learning.

It provides for student borrowing, reading programs and the Premier's Reading Challenge. Students are expected to care for books, reporting any damaged or lost books quickly.

HOME / SCHOOL PARTNERSHIP

Ongoing communication between home and school is essential as we work together to support the development of your child. At Keller Road School we use a range of communication forms between school and home. The classroom teachers use the Seesaw app to communicate/ share information with individual parents.

SCHOOL NEWSLETTER/WEBSITE

The school newsletter is a major form of communication with parents and the community. It is published regularly. It informs about school activities, important dates and up-coming events, student success, Governing Council matters and community information. Our **Website and Facebook page** hold recent Newsletters as well as up-to-date information on events at the school.

ASSESSMENT AND REPORTING

Assessment and Reports are presented in a variety of ways.

- written reports
- parent-teacher-student interviews
- other meetings as required
- informal discussions

PARENT-TEACHER INTERVIEWS

Three-way interviews take place late in Term 1 and are offered again early in Term 3. They provide opportunities for open communication between parents and guardians, students and teachers about the students' social development, academic progress and behaviour. The students are valued participants in these meetings. Their views, opinions and ideas are taken into account in developing action plans for the future. We strongly encourage parents/guardians to stay informed by reading all newsletters and notices, as well as by attending interviews.

WRITTEN REPORTS

Student reports are written at the end of Terms 2 and 4, and provides information on student progress in the areas of study and other aspects of schooling, such as attitude and social skills. Reports for your child/ren are accessed online via the Impromation website. Information and instructions will be provided.

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

ASSEMBLIES

Assemblies are an important part of communication at Keller Road Primary School. They are presented by the students, and are held fortnightly. At the assemblies, we present awards, celebrate good work, inform students and parents about events and learn what classes are doing in their learning programs. Dates of assemblies are advertised in the newsletter and term planner.

GOVERNING COUNCIL

The Governing Council plays an important part in the management and development of our school. It is responsible for ensuring that the community's wishes and ideas are incorporated into the schools educational program, and is a key body in school decision making. The Governing Council meets at 9.00am in week 3 and 7 of each term.

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

Parent members are elected for terms of 2 years at the AGM held in term 1 of each year.

All interested parents are welcome to attend meetings as visitors. These meetings are conducted in a relaxed and friendly atmosphere. You are also invited to raise issues of interest or concern to you through your Council representatives. We urge parents to be involved in the council; it is a great way to participate in school life.

FUNDRAISING

The Fundraising Group of Keller Road Primary School works towards a specific objective each year. Activities include organising sausage sizzles, raffles at Christmas and Easter, Mother's and Father's Day stalls etc. The contribution of this group is valued and parent assistance is always welcome.

GRIEVANCE PROCEDURES

We all expect quality and expert care and teaching for your child in order that they achieve their potential. Working together will give us the best chance of solving a problem that may arise during your child's years in school.

We also recognise that at times things may go wrong. If you have a concern or a complaint, we want you to let us know. It's important to learn from mistakes or misunderstandings so that we can improve your child's experience and learning, and also improve processes where possible.

The first step in working through a complaint is to talk to your child's teacher, and then the principal/deputy principal if you still are not happy.

About complaints or concerns

This information may be helpful in explaining what a complaint is:

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. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

If you'd like more information give the school a call on 82583842 or visit: <https://www.sa.gov.au/topics/education-and-learning/general-information/feedback-and-complaints>

PARENT VOLUNTEERS

Parents are always welcome to help on Governing Council or the Fundraising Committee. Please see Front Office staff if you are interested in Volunteering and an induction will be organised.

VOLUNTEER TRAINING

Parents and community volunteers who work in the school must undergo training and a History Screening clearance as part of the Department for Education Screening and Suitability Child Safety Policy. Volunteer training sessions are held several times every year. Application forms can be obtained at the Front Office.

STUDENT WELLBEING

At Keller Road Primary School, we have a dedicated Student Wellbeing Leader who works alongside individual and groups of students, staff and whole classes to support social and emotional development.

We use Berry Street Education Model as a guiding curriculum to support and promote wellbeing throughout our school. A major emphasis is placed on providing a safe, supportive learning environment where students are encouraged to make positive behaviour choices.

We use Restorative Practices to mediate, manage and resolve any issues of conflict.

STUDENT MANAGEMENT

Teachers negotiate classroom rules at the beginning of the year. Children are given a reminder of the appropriate behaviour.

In some classrooms a step system is in place for children who need a more structured approach.

- reminder of appropriate behaviour
- time out in the classroom
- time out in a buddy class
- Deputy Principal office time out

Parents and Guardians are notified when serious classroom or yard behaviour breaches occur. Suspension is used in line with Department for Education policy.

EXTREME WEATHER POLICY

When the temperature is above 36 degrees, as reported online by The Bureau of Meteorology, students are kept in air-conditioned classrooms during lunch and recess breaks. If it is raining at recess or lunch times students remain in classrooms.

CRUNCH AND SIP

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

MOBILE DEVICE - PHONES, IPODS, IPADS

The school takes no responsibility for mobile phones, and all other personal electronic devices, that are brought to school and become lost, stolen or broken. Any student who brings a device to school must keep it turned off and given to leadership each morning. It is highly recommended that mobile devices **are not** brought to school.

MONEY AND VALUABLES

Please do not allow your child to bring to school unnecessary amounts of money or valuable articles e.g. jewellery, as we cannot be responsible for them.

The school takes no responsibility under any circumstances for the loss or theft of any money or valuables brought to school.

SCHOOL SMOKE FREE ENVIRONMENT

All Department for Education school sites are by law smoke-free environments. Smoking is not permitted within 5 metres of any school buildings or school grounds.

PARENT & EMERGENCY CONTACT INFORMATION

At the beginning of each term, a form will be sent home for parents to complete with their address, contact details and emergency contacts. This will be used to compare/update the information we have on our records. This updated information is **ABSOLUTELY ESSENTIAL** to us so that we can contact a parent/guardian in case of an emergency involving their child.

SOLE CUSTODY/ACCESS

Parents who have sole custody or specific access restraints concerning their child should make this known to the Principal, who will need to sight Family Court documents and orders. This information is kept in strictest confidence. Non-custodial parents are welcome to request access to their child/ren's classroom Seesaw app and their school reports. Please see Front Office.

FINANCIAL MATTERS

SCHOOL FEES

School fees are set through discussion with the Principal, Finance Officer and the Governing Council. This is called the Materials and Services Charge and is set at a level in accordance with Department for Education requirements.

The fee covers all students' needs for the year including curriculum requirements, the purchase of resources like computers and some special projects. Along with Government Funding, fees meet most stationery needs for the year.

The fees however, do not cover the cost of camps, excursions, incursions or special programs such as Aquatics or Swimming for the students. Fees do not cover uniform items.

Parents are invoiced at the beginning of the school year with details of methods of payment. Parents are encouraged to meet with the Finance Officer or Principal to discuss payment options. Outstanding school fee amounts are referred to the schools' debt collection services.

SCHOOL CARD

The School Card Scheme is administered by Department for Education and provides financial assistance towards the cost of education expenses to full-time students of low income families. Eligible families need to apply by completing an application form at the start of the school year. Applications need to be made yearly regardless of whether previous approval has been received.

MONEY COLLECTION

Money for excursions, school events, school fees are to be paid in the student services area at the Front Office, during the hours of 9.00 - 9.30am or 2.30 - 3.15pm daily. Money can be handed into your child's teacher and then will be sent up to the front office for processing. A tax receipt is issued upon payment.

Payment Methods:

- **Cash** (correct money as we cannot guarantee change)
- **Eftpos**
- **Direct Debit** Bank SA BSB 105-122 ACC 448 097 940 (description in comments area)

REFUND POLICY

Refunds for camps, excursions or performances may be given for the entry fee component only, with the provision of a medical certificate. As the cost of transport must be paid for regardless of the number of students on the excursion, this cannot be refunded. Refunds are used as a credit against future camps, excursions or performances within that year. A credit will only be given if all other debts have been cleared.

MEDICAL INFORMATION

FIRST AID

All staff are trained in First Aid and students report to the Front Office for minor first aid.

In the event of more serious injury or sickness, the school will endeavour to contact home or emergency contacts. If no contact is made the school will make the decision about what action is appropriate for the well-being of the student.

We ask that students are not sent to school if unwell but are cared for at home.

A first aid notice will be sent home with your child upon each visit to the First Aid room, outlining their injury/illness. In the event of a head injury or bump to the head, parents will be notified by a phone call.

ASTHMA

Students with asthma require a health care plan completed and signed by the treating doctor. Asthma medication is held in the Front Office.

MEDICATION MANAGEMENT

Where possible, students are encouraged to take medicine outside of school hours. If medication needs to be taken during school, a **medication plan** must be supplied by the treating doctor. All medication needs to be in its original labelled packet. Students will be supervised by Front Office staff in these circumstances. Please ask staff for information about this, or refer to the school health support policy.

MEDICAL CARE PLANS

Students who require help with their routine or emergency health and personal care needs are provided with a health care plan drawn up in consultation with the school, parent and health care professional. Please see the school for more information.

HEAD LICE

In line with Department for Education's current policy on head lice management, children are not excluded from class if we suspect they have head lice, but it is advised that these children are not involved in activities that include hair to hair or head to head contact. Parents are not required to collect their children before the end of the school day, but we will contact parents and ask for them to check and treat if necessary. Letters will be sent home with children in the class notifying them there is a suspected case of head lice. The South Australian Health Commission recommends that everyone checks their child's hair every week for head lice. Checking and treating children's hair is **by law a parent's responsibility**.

INFECTIOUS DISEASES

Parents are asked to contact the Front Office in cases where children contract communicable diseases. Children who are ill with an infectious disease must not attend school until they have completely recovered. Below is a brief summary of the exclusion times for children with various common diseases.

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



SUN SAFE POLICY

RATIONALE:

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure during childhood and adolescence is a critical factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency.

OBJECTIVES:

The aims of the Sun Protection Policy at Keller Rd are to promote among students, staff and parents:

- Positive attitudes toward skin protection & assist students to be responsible for their own sun protection.
- Encourage personal responsibility for the decision making about skin protection to use a combination of sun protection measures whenever UV Index levels reach 3 or above.
- Encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Ensure all students and staff have some UV exposure for vitamin D.
- Ensure that families and new staff are informed of the school's Sun Protection policy.
- Work towards a safe school environment that provides shade for students, staff & the school community at appropriate times.

LEGISLATION

- Work Health and Safety Act 2012

SUN PROTECTION STRATEGIES:

All our children and staff use a combination of sun protection measures whenever the UV Index reaches 3 and above to ensure they are well protected from the sun. Particular care is taken during the peak UV times of the day and outdoor activities are scheduled outside of these times where possible.

Staff are encouraged to access the SunSmart app or <http://www.myuv.com.au/> or the Bureau of Meteorology website <http://www.bom.gov.au/uv> to find out daily local sun protection times to assist with the implementation of this policy. The school uses a combination of sun protection measures for all outdoor activities from **1st August to 30th April** and whenever UV levels reach 3 and above at other times.

Our sun protection policy is taken into consideration when planning all outdoor activities and if possible we avoid peak UV times of the day for events such as Sports Day, Excursions and Sports meetings. We use indoor venues for swimming.

GENERAL SUN-PROTECTION STRATEGIES:

1. SHADE

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- The Governing Council and the Principal ensure there are sufficient numbers of shelters and trees providing shade in the school grounds, particularly in areas where students congregate e.g. outdoor lesson areas and popular play areas.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
- Care is taken during the peak UV radiation times, and outdoor activities are scheduled outside of these times or in the shade where possible. Sports days and other outdoor events to be held during term two or earlier in the day where practical.
- Students are encouraged to use available areas of shade when outside.
- Students who do not have appropriate hats or clothing are asked to play in the shade or a suitable area protected from the sun.



SUN SAFE POLICY (continued)

2. CLOTHING

Children are expected to wear shorts, t-shirts, track pants, windcheaters, polo shirts or dresses in the school colours. Clothing should have elbow length sleeves, shirts with collars, longer style cotton dresses & shorts, loose fitting & made of closely woven fabric.

- Suitable uniform items including hats can be ordered from the Front Office.
- The Governing Council has as one of its roles the power to develop a school dress code and we ask that parents support us in keeping to it.
- Students attending school in singlets or unsuitable clothing are provided with replacement clothing and the parents are advised.
- Suitable sun protection clothing is encouraged at swimming and camps

3. SUNGLASSES

Students and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard AS/NZS 1067.1:2016 (Sunglasses: lens category two, three or four) and cover as much of the eye area as possible. Novelty tinted glasses do not protect against UV radiation and are not recommended.

4. HATS

All students and staff are required to wear hats that protect their face, neck, and ears: either broad-brimmed or bucket hats whenever they are outside.

- Baseball caps are not allowed
- All current students at the school have been given a sun safe hat which is to remain at school
- New students to our school are given a sun safe hat
- Sun safe hats are always available in the front office for sale
- Students who are not wearing appropriate hats are asked to play in areas protected from the sun.

5. SUNSCREEN

SPF30+broad spectrum water-resistant sunscreen is available for staff and student use.

- This is available at school sporting events for all to use.
- Students are reminded by to use sunscreen from 1st August to 30th April, and whenever UV levels reach 3 and above at other times.
- Sunscreen is applied at least 20 minutes (where possible) before going outdoors and reapplied every 2 hours if remaining outdoors.
- Strategies are in place to remind students to apply sunscreen before going outdoors such as reminder notices, staff reminders and encouragement, SunSmart posters.
- Families with children who have naturally very dark skin are encouraged to discuss their vitamin D requirements with their GP or paediatrician.
- Alternatively, families and staff are asked to supply their own sunscreen in cases of concerns related to skin sensitivities and allergies.

6. CURRICULUM

- Programs on skin cancer prevention are included in the curriculum for all year levels.
- SunSmart information is reinforced and promoted to the Keller Rd community through the newsletter, the school website, the school community notice board, at assemblies and in the Parent Enrolment Handbook.

7. SCHOOL COMMUNITY

Families and visitors to Keller Road Primary School are encouraged to use a combination of sun protection measures e.g. sun protective clothing and hats, sunglasses, sunscreen and shade, when participating in and attending outdoor school activities.



SUN SAFE POLICY (continued)

8. WH&S AND ROLE MODELLING

As a Work Health and Safety UV risk control, staff are expected to role model SunSmart behaviours. When the UV is 3 and above staff will:

- Wear sun protective hats, clothing and sunglasses when outside
- Apply, and encourage the use of SPF 30 or higher broad spectrum, water resistant sunscreen.
- Seek shade whenever possible.
- Include the SunSmart issues in their curriculum planning

POLICY REVIEW

The Governing council and staff regularly monitor and review the effectiveness of the sun protection policy (at least every three years) and revise the policy when required.

Date of next policy review: September 2024

RELEVANT RESOURCES

- **Sun protection times:** The sun protection times show when the UV is forecast to be 3 and above. They can be accessed via the free SunSmart app, the free widget to place on your website (download via <https://www.cancersa.org.au/cut-my-risk/sunsmart/resources/sunsmart-app-and-widget>), in the weather section of the newspaper or the Bureau of Meteorology website: <http://www.bom.gov.au/sa/uv>.
- **Creating effective shade:** This online shade audit tool allows you to assess whether your existing shade is adequate. It also helps you develop a list of practical recommendations to improve both built and natural shade. Visit: <http://www.sunsmart.com.au/shade-audit>.
- **Generation SunSmart:** Fun and interactive online sun protection modules for teachers, school nurses and year 6-9 students. Visit: <http://www.generationsunsmart.com.au/>.
- **SunSmart millionaire:** How SunSmart are you? An innovative online game-based resource for children aged 9-13 years that promotes the science behind the SunSmart message. Visit: <https://app.education.nsw.gov.au/rap/resource/access/a0d1bab8-c857-4bf6-9b95-640d3776b20d/1>
- **SunSmart Hat-Wearing Toolkit:** Leads staff through simple steps, with useful tips and resources to reinforce current SunSmart hat-wearing behaviour to reach 100% compliance or to phase out baseball caps. Visit: <https://www.cancersa.org.au/prevention/sunsmart/sunsmart-resources/hat-wearing-toolkit/>



NUT AWARE POLICY

Purpose:

- To provide a safe learning environment for all members of the Keller Road Primary School community.
- To raise the awareness of all members of the community regarding severe allergies.
- To continually review awareness of allergies (including nuts) in our school

Management

Stage 1 (No identified student in the school)

- Enrolling parents asked for information about possible allergies.

Stage 2 (on enrolment of an identified student the school will move to stage 2)

The Nut Aware policy will be managed by:

- Parents and caregivers in a classroom may be requested NOT to send food to school that contain nuts (especially peanuts). This includes peanut paste, Nutella, all nuts and cooking oil containing peanut oil, as well as foods containing nuts. This will apply in particular to the learning unit that the student is in.
- Staff will supervise eating after break times.
- Students will be encouraged NOT to share food.
- Students will be encouraged to wash hands after eating.
- Staff participating in training from St John in understanding and dealing with anaphylaxis (severe allergic reactions) as the need arises.
- School activities such as fundraising, camps and excursions will comply with the Nut Awareness Policy
- Students bringing food that contains nuts or nut products will be asked to eat that food away from any other students and to wash their hands before going to play.

Promotion

The policy will be promoted by:

- Parents and caregivers being informed via the newsletter
- New families to the school community being informed via the Enrolment Information Package.
- Governing Council being informed giving approval and support
- Staff being informed and provided with training opportunities
- Students being informed via teachers, signs and the newsletter

** This school acknowledges that due to food processing practices it is impractical to eliminate nuts or nut products entirely from an environment where there is food.*

**The ASCIA (Australasian Society of Clinical Immunology and Allergy) 'Guidelines for Prevention of Food Anaphylactic Reactions in Schools, Pre-schools and Childcare Centres' has been referred to in developing these policy guidelines. **



CODE FOR SUCCESS

Keller Road School is committed to providing a safe, respectful and cooperative learning environment for all students and staff. Our school has developed a code of conduct which reflects the Department for Education Management of Student Behaviour Policy (1990), and the principles of Berry Street Education Model. Berry Street is a whole of school trauma-informed model supporting student engagement and wellbeing.

At Keller Road we will use a whole school consistent approach; which recognises that students need nurture and care whilst learning in a culture of high expectations that support and best meet their individual goals. Staff will provide and promote a safe, engaging and relationship based environment to ensure students learn within a supportive framework. Keller Road uses a whole school restorative approach to student development and will provide consistency in expectations of appropriate and inappropriate behaviour.

At the beginning of the school year all classes develop class behaviour agreements based on The Berry Street Model. These will be developed in consultation with the students and be clearly displayed in their classroom, communicated to parents and reviewed during the year.

Behaviour can be separated into two types of inappropriate behaviour:

Low Level: e.g. the non-wearing of a hat, calling out, dropping litter, moving unsafely around room, out of bounds, poor language, a peer argument.

High Level: e.g. constant non-compliance to follow teacher instructions, violence, bullying.

At Keller Road we don't take a 'one size fits all' approach when responding to behaviours. Responses are differentiated dependent on a range of factors, including the developmental and emotional needs of each student and their capacity to independently manage their behaviour. Teachers are consulted and kept informed of responses to significant behaviours. Teachers and students are supported at all times during the process.

We aim to develop students' skills so they are self-managing their behaviour naturally and independently rather than through externally applied rewards and consequences. Using The Berry Street Education Model we support students to recognise behaviour to heal and grow as individuals.

We must always be asking ourselves why a child is making a particular choice as this will inform the way we respond to the behaviour, e.g. learning task too hard/too easy/not engaging; not knowing what is expected/hasn't understood or heard instructions; feeling anxious, worried or threatened (at home or school); unwell; classroom environment too hot/cold/noisy/'busy'; has special needs, what is their history? Are there background/ relationship issues at play?

Responding to Classroom Behaviour:

Teachers use professional judgement and their knowledge of the child when they respond to behaviour, *with the aim of de-escalation and the child returning to being present, centred and ready to learn.* All classrooms have a calm area that students can access to self-regulate.

Teachers use a range of processes to record/respond to behaviour, e.g. discussion, behaviour charts, restorative justice practices, calling for support from member of leadership team. If the student is unable to self-regulate in class there are times they will need to work in another classroom space until they are ready to learn in their classroom environment.

There may be times when students will be required to follow an alternative process to ensure the safety and wellbeing of the individual and the school community.

Staff and Leadership will communicate with parents/ caregivers when required. Staff will acknowledge positive and appropriate behaviour and communicate this to parents.

Successful behaviour change is enhanced through effective and respectful school, family, community and interagency partnerships.

Inappropriate Yard Behaviour:

For students who exhibit low level behaviours consequences may include a time out to sit and cool down and reflect or a "walk with me" counselling session. The response from staff will be individual and appropriate to the issue and the developmental needs of the child.

Students who exhibit high level inappropriate behaviours will be removed from the yard. Initially staff will ask the student to remove him/herself to the front office. If the student refuses the teacher's request, the yard duty teacher calls leadership and a member of leadership will then take responsibility for that student

Following the initial removal of the student the teacher will have the opportunity to speak with leadership at an opportune moment around the behaviour. Leadership will determine the consequences for the student taking into account the needs of the student, teacher and other individuals involved.

Consequences will reflect the needs of the student, his/her peers and staff members. Consequences could include extended time out of the yard and/or play time monitored and supported by a member of staff.

Restricted Play

Restricted play may occur if a student repeatedly refuses to play in a safe and appropriate manner. Restrictions may be to certain play area or under leadership supervision. The area and duration will be negotiated with the Leadership Team and class teacher. At the completion of the restricted play period the student will have a yard re-entry conversation with a member of leadership.



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Suspension:

At times student behaviour may lead to suspension.

Internal suspension is used as a firm reminder that a student's behaviour is unacceptable or the Principal feels that external suspension may not be the best method to support change. During an internal suspension students will have at level, individual work to complete in an office area, supervised by a member of leadership. Breaks will be at different times to the rest of the school.

If **external** suspension is used a member of the leadership team will contact parents and complete paperwork. As part of the re-entry process a Student Development Plan will be completed. For classroom behaviour a member of the leadership team will release the classroom teacher where possible to enable them to be involved in the re-entry meeting.

Mobile Devices:

Mobile devices are to be handed up each morning in the device box, which is secured in the Deputy Principal's office until home time. Mobile devices are not to be accessed or used during school time.

KELLER ROAD COMMUNITY RIGHTS AND RESPONSIBILITIES

<u>Students have the RIGHT to:</u>	<u>Students have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> Learn in a purposeful and supportive environment that shows respect, courtesy and honesty. 	<ul style="list-style-type: none"> Respect the right of other's to learn, work and play in a safe, secure, friendly and clean environment.
<ul style="list-style-type: none"> Work and play in a safe, secure, friendly and clean environment. 	<ul style="list-style-type: none"> Choose to display respectful, courteous and honest behaviour.
<ul style="list-style-type: none"> Be involved in discussions through Class Meetings 	<ul style="list-style-type: none"> Be punctual, polite, prepared and display a positive manner.
<ul style="list-style-type: none"> Equal treatment regardless of race, gender or physical ability. 	<ul style="list-style-type: none"> Play fair and include others
<ul style="list-style-type: none"> Interact with others in an atmosphere free from harassment and bullying. 	<ul style="list-style-type: none"> Ensure their behaviour and actions create a Bully/ Harassment free supportive environment.
<u>Staff have the RIGHT to:</u>	<u>Staff have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> Be shown respect, courtesy and honesty. 	<ul style="list-style-type: none"> Model respectful, courteous and honest behaviour, consistently and fairly implement the Code of Conduct.
<ul style="list-style-type: none"> Teach in a safe, secure and clean environment. 	<ul style="list-style-type: none"> Report student progress to parents.
<ul style="list-style-type: none"> Teach in a purposeful and non-disruptive environment. 	<ul style="list-style-type: none"> Establish and maintain positive relationships with students.
<ul style="list-style-type: none"> Cooperation and support from parents in matters relating to their children's education. 	<ul style="list-style-type: none"> Be vigilant about any issues arising with students learning and wellbeing.
<ul style="list-style-type: none"> Cooperation and support from colleagues. 	<ul style="list-style-type: none"> Be on time to class and duty responsibilities, provide duty of care for all students.
<ul style="list-style-type: none"> Feel safe and protected at their workplace. 	<ul style="list-style-type: none"> Support the induction of students new to our community.
<u>Parents have the RIGHT to:</u>	<u>Parents have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> Be shown respect, courtesy and honesty. 	<ul style="list-style-type: none"> Treat staff with respect, courtesy and honesty
<ul style="list-style-type: none"> Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. 	<ul style="list-style-type: none"> Ensure that their child is organised and prepared for effective learning.
<ul style="list-style-type: none"> Be informed of their child's progress. 	<ul style="list-style-type: none"> Ensure that their child attends school and provide the school reasons relating to any absences.
<ul style="list-style-type: none"> Be heard in an appropriate forum on matters related to their child. 	<ul style="list-style-type: none"> Inform the school about any behaviour concerns when they arise.
<ul style="list-style-type: none"> Expect that their child is provided a safe environment to learn. 	<ul style="list-style-type: none"> Inform the school of any issues which may impact on their child's success.



PARENT COMPLAINT POLICY AND GRIEVANCE PROCEDURES

RATIONALE

The staff and parents of Keller Road Primary School are committed to providing the best possible learning environment and outcomes for our children. For this to occur it is imperative that positive working relationships exist between all school community members. Clear lines of communication including a defined process for dealing with issues of concern contribute to this partnership. It is important that we work together through issues of concern using positive and constructive processes.

GUIDING PRINCIPLES & VALUES

Our school values of Respect, Knowledge and Success are at the core of this policy as well as our commitment to Valuing Learning Together, underpinning all that we do. Therefore;

Safety and wellbeing of students is our foremost priority.

Everyone has a right to a safe and respectful learning environment.

Parents and carers have a right to raise concerns and can expect these to be considered in a confidential, timely and impartial manner.

We endeavour to resolve all issues at the school level in the first instance.

Meetings to discuss issues and concerns will be suspended if any persons behave in an offensive or threatening manner.

Staff and parents/carers concerned have a responsibility to enact any changes, recommendations or agreements in a positive way to enhance the learning environment.

CONFIDENTIALITY

Confidentiality will be maintained at all times. It is essential that all parties involved respect this right and ensure that information remains only with those directly involved with the issue.

STUDENT RESPONSIBILITIES	PARENT RESPONSIBILITIES	STAFF RESPONSIBILITIES
<p>Steps:</p> <ol style="list-style-type: none"> 1. Think about a way to resolve the problem. 2. Talk to the person about the problem. 3. Talk to a teacher, SSO, CPW, Deputy or Principal about the problem at an appropriate time. 4. If you feel uncomfortable, speak to a trusted adult who you feel comfortable with (someone on your network). 5. If the problem is not resolved speak to your parents or caregiver. 6. If the problem is still not resolved keep asking a trusted adult for help. 7. When sorting out a problem you must keep the information to yourself. 	<p>Steps:</p> <ol style="list-style-type: none"> 1. Please arrange a time to meet with the appropriate staff member. It is inappropriate to enter school classrooms or offices about a grievance expecting to speak to staff without prior arrangement. 2. Let the staff member know what you consider to be unjust or unfair action. Be prepared to engage in a calm and open dialogue about the issue. Otherwise the discussion may be left for another time. 3. Allow a reasonable timeframe for the issue to be addressed. 4. If the grievance is not sorted arrange a time to speak with Principal: Ms Narelle Kusabs or Deputy: Ms Toni Webster 5. If the issue is still unresolved, or is about the Principal please arrange a time to discuss it with the Educational Director: Ilia Tsoutouras ph. 8314 4000 6. If you are unable to resolve the issue with the Regional Office you may discuss the issue with the Parent Complaint Unit ph: 1800 677 435. 7. Confidentiality needs to be maintained at all times. 	<p>Steps:</p> <ol style="list-style-type: none"> 1. Arrange a time to speak to the person concerned. 2. Allow reasonable time for the issue to be addressed. 3. If the grievance is not addressed speak to your principal a nominated grievance contact person /OH&S rep /Union rep / Peer advocate (Ask their support in addressing the grievance by speaking to the person involved on your behalf and/or acting as a mediator in a meeting.) 4. If the issue is still unresolved arrange a time to speak to the Educational Director: Ilia Tsoutouras ph. 8314 4000 5. Confidentiality needs to be maintained at all times.

TRUST

A trusting relationship in which information is shared with integrity and respect will assist in the resolution of issues.

Note: Parent(s) with a grievance about a specific School Policy are advised to:

- Arrange a meeting time with the Principal to discuss your concerns in the first instance.
- Allow reasonable timeframe for the issue to be addressed.
- If you are still unhappy arrange a time to resolve the issue with the Regional Director.
- If the issue remains unresolved by Regional Office staff, or you are unhappy with the outcome, contact the Parent Complaint Unit.

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