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Vision Statement

At Seacliff School we aim to develop creative confident learners who can adapt to and participate effectively in a rapidly changing world. Our vision is of a community where staff members, parents and students work collaboratively towards achieving the best possible learning environment and educational outcomes for all.

We value and promote personal excellence, a love of learning and quality relationships between students, staff members, parents and the wider community. In the achievement of these goals we are committed to:

- Providing a learning environment which is safe, secure and stimulating for all learners regardless of their culture, gender, age or ability and which encourages independent learners.
- Implementing a curriculum which emphasizes the basic skills of literacy, numeracy and communication.
- Establishing close working and learning partnerships between students, staff, parents and the local community in all aspects of the school programme and organisation.
- Encouraging self discipline and personal responsibility for one's learning, for the quality of one's social interactions and for the conservation of the natural environment.

The vision is underpinned by a set of school values. They are:

**Care for Others**

Relationships underlie personal and social life. Caring relationships are fundamental to student development, to social cohesion and to the growth of global responsibility. They are the cement which holds society together.

**Justice**

A fair and just treatment of all individuals and groups in society is also fundamental. It means commitment to equal opportunity, the rejection of racism, sexism and other forms of prejudice, a commitment to the rule of law and respect for the rights and property of others.
Democracy

A commitment to democratic processes is fundamental. It means parent and student participation in decision making, co-operative approaches to problems, respecting different viewpoints, accepting responsibility and a commitment to the peaceful resolution of conflict.

Excellence

Excellence is an enduring value. The criteria by which excellence is judged should include a variety of gifts and talents, commitment to endeavor, to effective functioning in society, and to education as a life-long process.

Creative Thinking

The search for truth means the development of the questioning mind. It means a commitment to enquiry rather than to the passive gathering of information or ideas. Emphasis is to be placed on thinking, problem solving and communicable skills. It sees the teacher opening up questions rather than imposing answers.

Respect for the Environment

Protection of air, land and water is essential to the survival of all living things. This means a commitment to preserving heritage, to limiting waste, to resource conservation and to a modification of lifestyles. It means close co-operation between schools and local community.

Respect for Self

Respect for others, as well as for learning depends on a sense of self worth. This means a school commitment to physical and mental health and the development of individual talents, skills and abilities. It means encouraging achievement in all fields and the development of a personal belief and value system.

Integrity

Honesty: in enquiry, in relationships, and in respect for the possessions of others is of primary importance. This means promoting, logical and critical thinking based on valid evidence. It also means open discussion and the development of comprehensive evaluation and reporting processes.
Students at Seacliff will be:

- happy about coming to school each day
- positive about themselves
- encouraged and supported
- actively involved
- challenged
- successful
- allowed/encouraged to take risks in their learning
- encouraged to be responsible for their actions and behaviour
- able to talk, listen and be listened to
- able to develop a positive relationship with their teacher
- recognised for their individuality
- able to experience teaching which is relevant to their needs
- able to make decisions about their learning and evaluate what they have done

All staff members at Seacliff will:

- act as positive role models
- care for each child's individual needs
- undertake to provide a well balanced learning programme
- ensure the principles of social justice are in operation in their classrooms
- ensure "fair play" occurs within the school yard.
**CLASSES**

Class structure, numbers and group composition for each year are determined by staff and the Principal in consultation with parents during Term 4 of the preceding year. The curriculum, emotional and social needs of the individual are of paramount importance in all decisions made.

**TIMES**

Yard supervision begins 8.35 am. (Students should not be at school before this time.)

8.55 am. Lessons commence.

10.45 – 11.05am Recess Break

12.45 pm - 1.35pm Lunch break

3.15 pm Classes dismissed

3.30 pm. Yard Supervision ends. (Students should not be at school after this time unless under adult supervision.)

On the last day of each term students are dismissed an hour earlier (2.15pm).

**THE GENERAL CURRICULUM**

**Arts**

The curriculum framework for Arts is organized through 3 strands:

- arts practice
- arts analysis and response
- arts in context

Through the three strands, children develop knowledge and an understanding of the concepts, conventions, skills and techniques of each of the five major arts forms – dance, drama, media, music and visual arts.
Health and Physical Education
Health and Physical Education is concerned with holistic human development, emphasizing the contribution of physical activity to growth and functioning, the establishment of a positive self-concept and relationships, and the achievement of optimum health in individuals and communities. This area of study is organized around 3 strands:

- physical activity and participation
- personal and social development
- health of individuals and communities.

Mathematics
Mathematics comprises 5 strands -

- exploring, modeling and analyzing data
- measurement
- number
- pattern and algebraic reasoning
- spatial sense and geometric reasoning

The strands describe ways children can work mathematically by developing their appreciation for mathematics, their understanding of the social and cultural contexts of mathematics and their ability to choose and use maths in their personal, collective and community activities.

Society and Environment
Society and environment expands learners’ knowledge and understandings of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. It promotes knowledge, skills, attitudes and values, that lead to active participation in their local and the global society. This area is organized around 4 strands -

- time, continuity and change
- place space and environment
- societies and cultures social systems.

English
English involves using speaking and listening, reading and viewing, and writing, to learn about texts, learn about and use language strategies, and to apply this knowledge and understanding to a range of contexts purposes and
audiences. English is thus organized through 3 strands:-
*texts and contexts *language *strategies

Learners develop and use operational skills in literacy to understand, analyze, critically respond to and produce appropriate spoken, written, visual multimedia communications in different texts.

**Japanese**

In both language using and language learning the emphasis is on developing children’s capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. This area is organized around 3 strands -

- communication
- understanding language
- understanding culture

**Science**

Science is organized into four conceptual strands, each with its characteristic scientific knowledge and ideas.
The 4 strands are -

- earth and space
- energy systems
- life systems
- matter (which are based on earth and space, science, physics, biology and chemistry respectively.) While working scientifically through these strands, the children are learning to investigate science, to use, to critique and to act responsibly in science.

**Design and Technology**

The design and technology Learning Area is articulated through three strands. These reflect the processes of thinking and doing that constitute a quality education common to any technology (e.g. agriculture, architecture, information technology and communication technology, electronics, engineering, food, genetics, media, robotics, textiles, viticulture.)

The 3 strands are -

- critiquing
- designing
- making
HOMEWORK

The staff at Seacliff believe that homework is part of our school's expectations for the following reasons:

- Establishes sound working habits.
- Develops reliability and the opportunity to work independently.
- Consolidation of previous knowledge
- Reinforcement of concepts.

It is the policy of this school that homework is set on a regular basis for Year 3-7 students. However, the frequency and duration of homework will be at the discretion of the classroom teacher. As a guide, no child should be expected to do more than 30 minutes per night.

RESOURCE CENTRE

The Library or Resource Centre plays an important part in your child’s education. Firstly, we have a large number of readers which Junior Primary teachers borrow for their students to use as take-home readers. Older students choose their own reading materials from the fiction section. It is very important that all children become confident readers. To do this, they need to borrow suitable, interesting material and to practice. You can help your child by taking an interest in and listening to your child read.

We have a wide range of non-fiction books to help students find information about their study topics and interests. The Resource Centre also contains a bank of computers for children to use. They can access information on the internet, intranet, or CDs. At least once a week, classes have an extended lesson with their teachers in the computer area.

Parents are welcome to come to the Resource Centre to help their children find information or borrow books before or after school. All students have a borrowing time once a week, they can also borrow everyday at lunch times before and after school.
**SPORT**

Students at Seacliff are able to participate in a wide range of sport. All students are encouraged to participate in sporting activities. Coaching and organizing assistance is provided by dedicated parents, and teachers keen to see students actively involved and gaining the benefit of sporting activities. Sports offered include Soccer, Football, Netball, Softball, Tennis, Basketball, Hockey, Cricket, T-Ball, Volleyball and Swimming. Training and matches are held out of school hours and all students are given the opportunity to participate Guidelines for these sporting teams are set down by the sports committee, under jurisdiction of the Governing Council.

Your assistance in providing support for a sports group in the school would be appreciated however all parent helpers are required to have appropriate police clearances. There are many roles parents can play in the sporting and coaching fields which do not require experience or expertise, so if you are prepared to help, please contact the school.

**Swimming**

Swimming lessons are organized for Reception to Year 5 at the SA Aquatic Centre - Marion. Students are transported to and from the pool by bus for a session each day. Teachers attend each lesson. The Year 6-7 students attend the Aquatics (outdoor) Centre at Port Noarlunga and are introduced to aquatic activities. They may choose snorkeling, canoeing, fishing, sailing, surfing and wind-surfing.

**Athletics**

Each year, a school team of children turning 10, 11, 12 and 13 this year, is selected to compete in the District Athletics Sports Day. One boy and one girl are selected in each age group to compete in sprints, long jump, high jump, shot put, discus and 800 metres. Relay teams for each age group are also chosen.

**MUSIC**

Classroom music lessons occur for all classes in a sequential program across the school.

The Year 6/7 choir rehearses throughout the year and perform in the Festival of Music at the Festival Theatre. A junior choir for Year 3 - 5 students rehearses and performs at a variety of concerts.
**INSTRUMENTAL MUSIC**

- Woodwind (Flute and Clarinet) and Brass (Trumpet and Trombone) The Department for Education and Children’s Services’ Early Years Policy supports the value and significance of the early years at school. It is important to provide the time for students to develop naturally and to acquire positive attitudes to school. Strings (Violin, Viola and Cello) instruments are taught at Seaview Downs Primary School.

- Piano, guitar, keyboard, flute, recorder, clarinet and trumpet are taught at Seacliff by a visiting music teacher.

Parents are responsible for taking their child to and from Brighton Secondary School.

A hire fee is charged for the use of instruments plus sheet music which is paid at the front office. Although charges vary from time to time, total costs are kept to an absolute minimum.

**Fees For In School Private Tuition**

These are paid directly to the music teacher at the beginning of each term prior to the commencement of lessons. There is no refund should students withdraw during a term. Should students miss lessons due to illness or excursions an attempt is made to make up for these. However, it should be understood that this may not always be possible. It is essential that parents or students advise their music teachers that they will be absent.

**EXCURSIONS AND CAMPS**

Excursions and camps are regarded as an important and integral part of the school’s educational programs for all students.

Much activity will revolve around the places of interest within our own neighbourhood such as the beach, the gully, and Brighton Library. Other excursions will be planned to meet the needs of teacher’s programming.

Prior written consent is required for students to participate in school excursions that require travelling and fares. Parents in all cases will be notified through diaries or notices prior to these visits.

Participation by all students in these activities is an expectation as the excursion is linked to the classroom curriculum.
**PARENT INVOLVEMENT**

Parents are encouraged to be involved and participate in many areas of the school. All parent/community volunteers must have a current police clearance. Application forms are available from the front office and are submitted through the school. Some of the ways this occurs at present are:

**Classroom Involvement:**

Generally assisting the teacher in various tasks including reading, speaking to groups of students, electives and preparation of teaching aids and materials. This can be arranged directly with the classroom teacher.

**Learning Assistance Program (L.A.P.)**

A Learning Assistance Program (L.A.P.) supports learning by helping students develop their confidence and self esteem. Community helpers, many of whom are parents, work with students to develop a special rapport and carry out learning programs with students requiring both additional support or with gifts or talents.

**Library Resource Centre**

Parents are welcome in the Resource Centre at any time. Before and after school are good times to come with your children to help them select books. If there are any problems such as damaged, lost or overdue books, please feel free to speak to us about them.

There are many tasks that need to be done to keep the Resource Centre in good order and working well. We would be pleased to have parents come to re-shelve books, help with displays, process new equipment and cover new books.

**The School Governing Council**

Is an elected body of representatives of the school community who meet twice per term to receive information and to make decisions about school policy. It is another opportunity for parents to have an input into what happens at the school in areas such as general policy making, provision of resources and general developments in the school. The School Governing Council also offers opportunities for parents to be involved in a variety of committees covering a range of school activities.

**SCHOOL ASSEMBLIES**

An assembly is held every Friday morning (9 – 9.30 am). These student run assemblies are where we share and celebrate the work and activities students have been doing.

Parents and friends are most welcome.
**STUDENT BEHAVIOUR PROGRAM**

**SOUTH AUSTRALIAN DISCIPLINE POLICY**

The Department for Education and Children’s Services has developed a Discipline policy for South Australian schools.

*The major directions of the policy are:*

- Schools are to be caring, orderly learning environments in which the rights of students to learn and teachers to teach are supported and protected.
- Schools are to develop in students an acceptance of responsibility for their own behaviour.
- Schools are to provide opportunities and support for students to experience success in academic, social and physical activities.
- Schools are to develop a partnership between staff, students and their families in order to establish expectations and consequences related to student behaviour.

**SEACLIFF’S POLICY**

**What is Student Behaviour Management?**

At Seacliff Primary School, Student Behaviour Management is a success oriented school programme, where students accept and develop responsibilities for their behaviour.

We believe that teachers, and home adults need to create a school learning environment which is safe, stimulating and cooperative, where individual rights are respected, and consequences of responsible and irresponsible behaviour are clearly defined and supported at school and at home. The school seeks the support of home adults in developing and maintaining responsible behaviour at school, in the following areas:

**Safety:**

- Play in safe areas and in a safe manner.
- Remain within the school boundaries.
- Ensure school equipment and facilities are safe.
- Show care for self and others.

**Respect**

- Respect for social standards and expectations.
- Respect for natural environment, including plants and animals.
- Follow reasonable instructions and requests.
- Help others make appropriate decisions about their play behaviour.
- Respect for the abilities of others.
- Respect for the property of self and others.
- Respect and adhere to times and routines.
- Look after buildings and facilities.
Care, Courtesy and Consideration

- Share playground space.
- Allow for differences in skills, age, gender and culture.
- Allow others to join in.
- Help each other.
- Use equipment properly.
- Respond to siren times and requests.
- Care for plants, animals, each other and self.
- Keep school neat and tidy.
- Make visitors welcome.
- Make the class and yard harassment free.
- Understand that some people may wish to play alone.

Therefore, we encourage students....

- To make appropriate / good choices
- To accept responsibility for their own behaviour.

Classroom Behaviour Management

Classroom Codes of Behaviour will be:

- Negotiated with students and clearly understood at the beginning of each year.
- Rules are clearly stated and kept to as few as possible. Copies of individual classroom rules are displayed in classrooms.

YARD BEHAVIOUR CODE

It is necessary to have a set of basic behaviours which apply to all students. These are based on Safety, Acceptable Conduct and Boundaries.

(Boundaries) There is to be no play without supervision in the following areas

- Classrooms and corridors
- Toilets
- Sports shed
- Garden areas
- Car parks and driveways
- Nth East corner of the oval
- (Safety) The following activities are considered unsafe
  - Running around buildings
  - Playing after the siren sounds at break times
  - Running when siren sounds
  - Kicking balls in paved areas (oval only)
  - Climbing trees
  - Throwing objects
- Climbing on the retaining wall
- Riding bikes, skate boards, scooters, roller blades in the school grounds other than in designated areas

Unacceptable behaviour includes
- Harassment of any kind (eg teasing, put down)
- Spitting, fighting (including play fighting), bullying
- Hurting others
- Offensive language (swearing, verbal abuse, belittling remarks)
- Vandalism
- Taking food onto the oval
- Littering
- Not following teacher directions

Not choosing to follow the Yard Behaviour Code will result in one or more of the following,
- Reminder
- Yard sit out
- Accompany yard duty teacher
- Learning Room 1.05 – 1.25pm
- Community Service
- Restricted Yard Play (for repeatedly not following the yard behaviour code)
- Suspension (Serious or repeated incidents) *** See critical incident reference on Behaviour Management Flow Chart.

Acceptable behaviour is reflected in:
Safe play
Care for the environment
Care for others

Learning Room

Purpose

The learning room is intended for students to rethink what they have done, how they were feeling and how these are connected. It’s a chance to think again and learn about other possibilities. Conflict resolution procedures that are used often include: mediation, problem solving, stress management, calm down time, students working quietly on their own.

The Learning Room will operate daily at lunch time from 1.00 - 1.20 pm. It is also available during class time.

Learning Room Rules:

- No eating/drinking
- Students stay in seat
- No talking unless discussing issues with the teacher
- Student completes problem solving sheet and work provided by teacher

Learning room consequences:

1. One reminder is given
2. Extra time in the learning room effective immediately.
3. Learning room on the following day.
4. Take Home. This decision is made in consultation with the Principal or Deputy Principal.
LEAVING SCHOOL GROUNDS

If you wish to collect your child or children during school hours for some reason, please come to the front office. No child is permitted to leave the school grounds during school hours.

Student Assistance

STUDENT SUPPORT SERVICES

In addition to classroom teaching, the school offers further support to students, staff and parents through Special Education Teachers, Speech Therapists and Guidance Officers, and English as a Second Language, who work with students and their teachers by negotiation.

There is a Learning Assistance Programme (L.A.P.), where parents and other community members come into the school regularly to work with particular students. Our school also organizes and runs a Circus skills programme, (a programme to assist in the development of co-ordination skills in all children).

LUNCH & REFRESHMENTS

The lunch break is from 12.45 pm to 1.35 pm. Students eat their lunches in the classrooms, under the supervision of classroom teachers, and go out to play at 12.55pm when yard duty commences.

The well-equipped canteen provides wholesome lunches and refreshments. It is open five days a week, at recess and lunch time, until 1.30 pm.
The canteen is operated by a manager, a canteen committee and voluntary helpers, under the direction of the school governing council.

Ordering from Canteen

Lunches are ordered first thing in the morning. Each class assigns monitors to deliver lunch orders to the canteen, and then pick up the prepared food at the appropriate time.

Printed lunch bags are available from the canteen. These are to be clearly marked.
A price list is updated regularly.

SCHOOL DENTAL SERVICES

All the students have the opportunity of free dental check-ups and treatment from the Dental Clinic, The Dental Clinic is at GP Plus Health Care Centre - Marion.

The School Dental Service places major emphasis on the prevention of dental disease. Parents are invited to bring 3-5 year olds to the clinic.

Although, 0-2 year olds rarely require treatment, parents with special concerns are welcome to bring these young children to the clinic also. If parents would prefer to make a separate appointment for a
pre-school child, they should contact the clinic. Telephone numbers are listed under SA Health in the White Pages of the telephone directory. Specialist services are not available, but you will be informed if such treatment is considered advisable.

**SICKNESS & ACCIDENTS**

When a student is ill or an accident happens, an attempt will be made to contact you immediately. It is very important that the school has up-to-date information about where you, or another person whom you nominate, can be contacted during the day. Please update information immediately when contact numbers change.

In the case of serious accidents, an ambulance, for which the school is insured, will be called immediately.

We also believe that if your child is sick, home is the best place until recovery is complete. Too often students are sent to school feeling poorly, and by recess time, are asking to be sent home. This is unfair to the student and is quite disruptive to the rest of the classroom, not to mention the teacher and office staff whose job it is to track down parents and arrange for the child to be picked up.

**MEDICATIONS**

Please notify the school of allergies and other relevant health information. A Health Care plan must be provided to the school. Generally, medication is not administered by school staff. However, where this is agreed to occur, a doctor’s letter must accompany any medication that is to be administered at school.

**OUT OF SCHOOL HOURS CARE PROGRAMME [OSHC]**

A before and after school care programme is available at the school.

A charge is made for this service and parents are asked to fill out an enrolment form when children start school. This will ensure that parents can make use of this service, both on an occasional or more regular basis.

*Morning Session*
7.15 a.m. - 8.35 a.m.

*Afternoon Session*
3.15 p.m. - 6.15 p.m.

There is a reduction in fees for the third and subsequent child from one family attending a session.

Fee relief is available for low income families. A wide range of activities are also offered during the school holidays as part of the Vacation Care Programme. Director can be contacted on 8298 3742 or through the front office of the school.
Beginning School for the First Time

School can be an unfamiliar place for beginners. There are usually bigger buildings, more children and more adults. There are likely to be many opportunities to do new things. The playtime breaks may be overwhelming for some students. School days can be very tiring too for some children. Many children look forward to school with excitement and wonder. Their early experiences of school may not always match their expectations and so talking about their day may be helpful.

Things parents and caregivers can do:

- Introduce the school. Go past many times. Talk about what might happen.
- Show your child over the school so they know where they will be going, where the toilets are and what to do after school.
- Make sure your child has clothes that they can manage, make sure they can open their lunchbox, that they can unwrap their lunch and that they know how to ask to go to the toilet.
- Ensure your child has an appropriate sized school bag they can open. It needs to hold a communication bag, drink, lunchbox and jumper.
- Talk to the teachers about the need to send spare clothing in case of accidents.
- Have confidence that your child will be able to manage. If you are worried it may make your child worried too.
- Talk to other parents and share your experiences, ideas and feelings.
- Be on time picking your child up. A few minutes can seem a long time for young children.
- Make time for your child after school or when you get home from work. Some children like a while by themselves before they want company. Listen, but don't ask too many questions. Children will talk when they are ready.
- Look for information in your child’s bag after each visit.
- Children are often hungry after school and a healthy snack keeps them going. Each class has a time where fresh fruit and vegetables can be brought to snack on.
- Bedtime is usually a good listening time. It helps children if you read or tell stories to them.
- Remember children learn at different rates. Encourage and take an interest in your child's learning.
- Be flexible. Children may show the whole range of emotions during their transition to school.
- Establish routines that allow time for rest and free play after school.
- Invite your child's friends over to play.
- If you are concerned about anything to do with your child's transition to school, please make a time to talk to the teacher about it.

THE EARLY YEARS POLICY
The Department for Education and Children’s Services’ Early Years Policy supports the value and significance of the early years at school. It is important to provide the time for students to develop naturally and to acquire positive attitudes to school.

**ADMISSION POLICY**

In 2014 a new national entrance to school policy began. Children who turn 5 before 1st May in the current calendar year begin school at the start of the year.

**FLEXIBILITY WITHIN THE POLICY**

In exceptional cases, the length of time that particular students will spend in junior primary classes may be varied. Discussions would occur between parents and teachers and the principal with advice from support services if appropriate.

All of the students who start school for the first time are called "Reception". The terms, Reception, Year 1 and Year 2 refer to the length of time a child has been at school. Teachers develop a programme that matches the level of ability and maturity student’s display.

**THE TRANSITION PROGRAMME**

At Seacliff School, we believe that transition from kindergarten to school is an extremely important process. We know from research that students are advantaged through a comprehensive programme of visits. Students are much more confident, understand the school routines and are ready to begin learning straight away. In short, there is more laughter and less tears!

We have developed strong links with Seacliff Kindergarten as our school's main provider of 5 year olds. Students from other kindergartens who will be attending Seacliff Primary School, are invited to participate in our transition programme.

We have set up a transition programme to enable child and parent to visit and become familiar with the environment and staff at Seacliff Primary. During the visits the teacher gets to know the students and their needs.

The transition programme will be held in term 4 prior to students beginning school.

Several transition visits will be negotiated with Seacliff Kindergarten. Students from other kindergartens or childcares will also be invited to attend. The visits will be coordinated with kindergarten timetables.

During their stay at school, students will experience a range of school activities so that they know what to expect when they start school.

Seacliff Primary School Principal also visits parents at Seacliff Kindergarten during a morning in term 4. Parents are also encouraged to make a time with the Principal to tour the school.
The Kindergarten Director can provide parents with more information about the transition programme and all other visits to the school.

**FIRST DAY**

On their first morning, we encourage parents to stay for a short time. It is important to stay just long enough to settle the child, but not so long as to cause the child to become dependent on you. It is an anxious time for child and parent but our experience is that very few children have a problem.

**YOUR CHILD'S FIRST WEEKS AT SCHOOL**

Students start on the first day of term 1 and attend full time.

The first few weeks of school are a busy learning time for young students as they learn to successfully cope with change. They are learning about school routines, teacher expectations, making new friends and experiencing new lessons.

Parents are encouraged to monitor their child’s energy levels as beginning students tend to become very tired. Please negotiate changes to the attendance schedule with the teacher. It is most important that your child’s first weeks are successful.

**WHAT DOES YOUR CHILD BRING TO SCHOOL?**

- A school bag
- Fresh fruit or vegetable snack. No nuts please. We are a “nut aware” school
- Recess time snack
- Lunch – if ordering lunch, put lunch bag and money in classroom lunch container
- Water bottle (water only in class!)
- A painting smock
- Seacliff Communication/Library Bag – clearly named (to be purchased from the front office)

**IMPORTANT NOTE:** Please make sure that everything belonging to your child is clearly labelled with both surname and given names (e.g. coats, jumpers, lunch box and lid, school bag). This means that lost items can be identified and returned immediately to owners. (‘Lost Property’ boxes are located in front office area).

*Painting smock:*
- Elastic at sleeves and neckline.
- No buttons or ties are necessary.
- Old shirts can be cut down and converted into suitable smocks
MATERIALS AND SERVICES CHARGES

When your child begins school, you will receive an invoice for materials and services charges. This covers the following items:

1. The consumable stationery that your child will need for the year.
3. A request from the Governing Council for a voluntary contribution to help provide equipment and facilities for your child to use.
4. An amount to cover the cost of in school performances and the majority of excursions which will take place during the year.

Payments can be made at the front office. Internet payment, EFTPOS, credit card facilities and cheques are acceptable.

SCHOOL CARD STUDENTS

Parents who experience difficulty in meeting the School Fees, and who believe they may qualify for "School Card" to pay for their students’ stationery, are encouraged collect an application form from the Front Office.

PAYMENTS

Payment method accepted includes: internet transfers, cash, cheque or card. All cash/cheques sent to the school should be placed in an envelope and clearly labelled with completed payment details, e.g. excursions, camp, swimming etc. along with the child's name, the class teacher's name and room number, and the amount the envelope contains.

Students can then hand envelopes in between 8.35 a.m. - 8.50 a.m. to the finance officer in charge of the cash register.

Adults making payments are asked to do so by 9.30 a.m.

WEATHER

Inclement Weather: During the year there are days when the weather is such that it is very uncomfortable out of doors.
The Wet Weather policy allows the duty teacher to signal that it's too wet for students to remain outside. Three signals indicate all students must go indoors where they will be supervised by teachers using a buddy system.

**Hot Weather:** On days when the estimated temperature, given by the Bureau of Meteorology each morning is 36º or higher; the above Wet Weather Policy will apply.

**DRUG FREE AREA**

No Smoking Policy

Seacliff Primary School, along with all other schools, has been declared a drug free area. It is an offence to possess or sell drugs at or near any school. Seacliff Primary School is also a smoke-free zone. All members of the school community and visitors are asked to co-operate with this policy.

**SEACLIFF PRIMARY SCHOOL**

**UNIFORM POLICY**

The Governing Council has approved the following school uniform policy on 28/10/08.

The school uniform has been designed to be practical, affordable and to look presentable. We want students to feel proud about wearing their school uniform and also have the flexibility to be actively involved in their entire learning, whether it is classroom orientated or outdoor/physical education. It also assists in the safety of students as they are easily discernible in the yard or on excursions.

The Uniform Shop is run by volunteer parents/carers and is situated in the administration area. It is open each Wednesday from 2.45pm to 3.20pm and Friday from 8.45am to 9.15am. Uniform will not be available for sale outside of these times.

Most uniform lines are carried. Iron-on logos are also available.

No decorations, embroidery, brand labels, stripes or piping on pants.

**SUMMER UNIFORM**

Girls
Plain navy blue shorts, blue & white check dress (normally available in college wear at larger department stores), navy blue skirt, pinafore or school track pants worn with school light blue polo shirt. Bike pants under skirts are acceptable, particularly for physical education. School navy windcheater or double blue jacket, white or navy socks, shoes or sandals.

**Boys**
School light blue polo shirt worn with plain navy blue shorts or track pants, white or navy socks, shoes or sandals. School navy windcheater or double blue jacket.

**WINTER UNIFORM**

**Girls**
Light blue polo shirt or skivvy, school navy windcheater or double blue jacket. Navy blue skirt, plain navy long pants or navy track pants. White or navy socks.

**Boys**
Light blue polo shirt or skivvy, navy track pants or plain navy long pants. School navy windcheater or school double blue jacket. White or navy socks.

If older students wear the navy trousers that are sold at Seaview High School they match with Seacliff Primary School's uniform requirements.

**FOOTWEAR**

Students require shoes they can run around in so thongs are not permitted. Sandals are acceptable as are most types of shoes. A good shoe should breathe, offer good support and have a flexible sole. Shoes or sandals should be supportive enough to enable the child to fully participate in PE lessons.

**COSMETICS**

Make-up is not to be worn. This includes nail polish.

**HAIR CONTROL**

All long hair to be tied back. School colour ties are recommended. Hair should be combed or brushed for school.

**HATS**

Sun Smart dark blue school legionnaire, bucket or slouch hats are enforced for outside wear except during winter (effectively all of Term 2 and up to and including 31 August). School beanie may be worn during Winter. Failure to wear a hat results in 'No Hat No Play'.

**SCARF**

If scarves are worn, they should be blue or white.
JEWE LLERY

Students are engaged in a wide range of activities during the day. Some pieces of jewellery may be uncomfortable as well as dangerous, consequently a watch and earrings (stud or sleeper) **only** are to be worn. No other jewellery or decoration is to be worn with the uniform.

COLLECTING CHILDREN

If you are unable to collect your child or children by 3.15 p.m. please inform the class teacher / school by 2.00 p.m.
Should you wish to collect your child or children during school hours for some reason, the class teacher needs to be informed via a note or phone call. Please obtain the appropriate note from the Front Office.
The Out of School Hours Care Program is available for occasional care. If you have filled out an enrolment form and are unfortunately going to be delayed for a lengthy time, your child can be cared for until you arrive.

LOST PROPERTY

A central collection point at the front office is maintained for lost property items. Parents are again advised strongly to label all items that students bring to school.

Decisions and Communications

DECISION MAKING

Decision making at Seacliff Primary School is based on democratic procedures. All school community members have a right to be involved. This happens through various committees. These include Governing Council and sub-committees, staff, Student Representative Council, Leadership Team, Personnel Advisory Committee and ad hoc committees as required. Each group has a role statement and defined structure. Where possible, decisions are made through consensus but where this is not possible, a majority vote is taken.

STUDENT GOVERNMENT

We have a Student Representative Council from Reception to Year 7. This Council provides forums for the discussion and action of student initiatives and concerns. Representatives are elected twice yearly. They take a leading part in organising school social activities and in fundraising.

PARENT INVOLVEMENT
There are many opportunities for parents and interested persons to be involved in the school community. This can be through social functions, sports activities, fund-raising events, open days, excursions, listening to reading, LAP support etc.
A more formal opportunity for participation is through being elected as one of the eleven Governing Council members or one of its sub-committees. The sub-committees are Finance, Grounds and Hall, Fundraising, Out of Hours School Care, Sports and Canteen.

**COMMUNICATION**

Parent/Teacher Contact

Our policy is to develop a meaningful relationship between parents and teachers, so that we can work as a team to best educate the children. The Staff and Principal welcome the opportunity to discuss any queries or problems.

If you have an issue you need to discuss, please make an appointment with the appropriate teacher at a mutually convenient time. If the issue is urgent, please contact the front office to talk with one of the leadership staff.

**RECORDING/REPORTING**

Reporting

We believe that the purpose of reporting is to assist the students' learning and is to inform parents of progress. It is important to provide accurate and specific information. The following reporting schedule enables parents to monitor their child’s progress.

**Term 1**

Week 3 Meet the Teachers Meeting
Week 6 First Impressions Report
Week 10/11 Student/Parent/Teacher Discussions

**Term 2**

Week 10 Mid Year Written Report to go home

**Term 3**

Parent / Teacher discussion on a needs basis.

**Term 4**

Week 9 Final Written Reports sent home.

As well as the above schedule, we encourage parents/carers to make appointments to meet with class teachers either before or after school, to discuss issues as they arise.

**Assessment**

Assessment is integrated throughout the teaching and learning program. The purpose is to assist in children's learning.

Teachers will use many (and varied) assessment strategies.

Examples of these are:

- Criterion referenced
- Formal and informal testing
• Audience response
• Standardised testing
• Anecdotal notes
• Checklists
• Verbal feedback
• Visual feedback

Diaries / Communication Books
Children have a diary/memo book which is used to record homework reminders and messages.

It is important that parents check and sign diaries weekly. However some teachers ask that they be checked daily. When children are unable to complete homework an explanatory note from parents is required.

Newsletter
This is sent home fortnightly on even weeks with the eldest member in the family. Please ask your child about newsletters as this is a most effective and suitable method of keeping you informed.

Wherever possible all information comes home via the newsletter to avoid additional notices. The newsletter is also available on line and a link can be emailed to you. To take advantage of this facility just email dl.0913.info@schools.sa.edu.au

LATENESS & ABSENCES FROM SCHOOL

Children's safety is of paramount importance to all parents and teachers. We therefore ask that absences and lateness are notified to the school through the telephone by 8.50 each morning. The school is required by the Department for Education and Children’s Services to keep a record of absences and reasons for absences. Please provide your child with a diary or signed note explaining the absence.

Aim High

Music and Lyric by B.
Aim high, that's the Sea-cliff motto.
Aim high, life is not like lotto.
What you put in is what you get out.
Soon you'll see what it's all about.
So try and just keep on trying.
Don't