Cobdogla Primary School

Parent Information Folder
Dear Parents and Children,

We are pleased to be able to present our school to you through this Parent Information Booklet. We hope it will be a document that you refer to often.

**School Vision**

"Cobdogla Primary School strives to create a learning environment that is socially just where all students are encouraged to do their best in a safe supportive and caring atmosphere."

**CARING, COMMITMENT, CHALLENGE AND CHANGE.**

These will be achieved by:

- continuing professional development
- improving educational outcomes by providing flexible and inclusive programmes
- valuing ideas and opinions gained through meaningful community consultation
- creating an atmosphere of commitment, cooperation and trust
- reflecting, evaluation and implementing necessary change.

We consider that the school community includes parents, friends, children and staff as equal members in a team working together for the educational needs of children.

We endeavour to achieve good communication with each member of our school community. Our Parent Information Folder is one way that this can occur for not only new families but also those who have been at Cobdogla for some time.

Cobdogla Primary School Staff

Principal Trevor Broughton
KEY FOCUS AREAS: -

Excellence in Learning
  • Literacy
  • Numeracy
  • NAPLAN tests
  • Science
  • Information and Communication Technology

Strong Beginnings
  • Early Years Literacy Plan
  • Students at Risk

Engagement and Well Being
  • Premier’s Be Active Challenge
  • Child Protection
  • Kids Matter
  • Eat Well be Active
  • Crunch & Sip

CORE BUSINESS – To continue improving Literacy and Numeracy outcomes for all students.

Long Term Objectives

The core business of our school is teaching and learning through the eight curriculum areas. Most teachers teach all of the learning areas to their home class.

The maintenance of the supportive learning environment is always uppermost in our minds and is facilitated by our shared Behaviour Management Policy that is constantly updated and our participation in the use of “Program Achieve”, which specifically works on Confidence, Organisation, Persistence and Getting Along.

Our Training and Development and Performance Management are based on School Priorities/Site Learning Directions.
The South Australian Curriculum, Standards and Accountability (SACSA) Framework comprises curriculum Key Ideas and Outcomes which form the core for children’s and students’ education from birth to year 12. The Framework is a basis for educators to design learning and assessment programs which suit the needs of children and students in their settings and which emphasise local priorities. The Standards in the Framework depict the developing capabilities of learners at particular points along a continuum of ever improving performance. They provide a common reference point for reporting to learners, parents and caregivers and the community on children’s and students’ learning progress and improvements. As curriculum is the sum total of all teaching and learning activities in our school and children’s services it is every educator’s priority concern. The Teaching and Learning Programme at Cobdogla Primary School is based on the SACSA Framework.

The five essential learnings are: -
• Identity
• Thinking
• Interdependence
• Futures
• Communication

Which permeate all of the eight areas of study.

The aim is that students have opportunities and experiences to develop knowledge, understanding and skills related to each of the eight areas of study:
• English Language - Literacy
• Mathematics - Numeracy
• Geography/History
• Health and Personal Development – (Physical Education)
• Science
• The Arts
• Languages-Asian Studies
• Design and Technology

**ENGLISH LANGUAGE**

Include: listening, speaking, reading, writing.

“Studies in Language extend students’ proficiency in listening, speaking, reading and writing in a variety of contexts and situations. They involve comprehending, appreciating and producing an ever-widening range of texts and the discussion and evaluation of such texts. The study of English is required throughout the years of compulsory schooling. Students for whom English is a second language or who have special language needs will be supported through formal courses and in other ways as appropriate.”

**Students are provided with the opportunity to develop the following skills:**
*Communicating, discussing, listing, listening, gathering information, observing, planning, reading, writing, responding, re-telling, sharing information and speaking.*
MATHEMATICS

Includes: space, measurement, chance, data, statistical data, number, algebra. “Studies in Mathematics provide students with knowledge and understanding of space, measurement, chance and statistical data, number and algebra and the relationships between ideas in these domains. Students also learn the characteristic ways of thinking and doing which enable the development of these ideas, along with the application and communication of mathematics in a wide range of contexts. Appreciation of the role of mathematics in our society and confidence in using mathematical information are essential features of citizenship.”

Students are provided with the opportunity to develop the following skills:
Adding, building, checking, classifying, constructing, co-operating, giving and following directions, discussing, dividing, estimating, exploring, graphing, grouping, identifying, investigating, making, matching, multiplying, observing, practising, questioning, solving, sorting, subtracting and writing.

GEOGRAPHY & HISTORY

“Geography and History provides students with opportunities to develop the knowledge, skills and attitudes that will equip them for effective and critical participation in local, national and global communities.”

Students are provided with the opportunity to develop the following skills:
Appreciating, assessing, categorising, communicating, co-operating, deciding, describing, exploring, gathering information, identifying, investigating, listening, observing, questioning, role-playing, speaking, reading and writing.

HEALTH & PERSONAL DEVELOPMENT

Includes: Health Education, Physical Education and Home Economics.

“Studies in Health Education, Physical Education and Home Economics provide students with a balance of knowledge, processes and skills which equip them for independent living based on informed decisions. Students so equipped are able to promote and protect their own and others’ physical, social and emotional well-being.”

Students are provided with the opportunity to develop the following skills:
Balancing, batting, catching, bouncing, skipping, hitting, hopping, playing, rolling, talking, contributing, co-operating, developing rules, discussing, experimenting, negotiating, participating, setting goals, throwing and writing.
“Studies in Science provide opportunities for students to develop ways of investigating, describing and understanding our physical and biological world and to apply those ways to solving problems beyond the context of the classroom. Studies in Science encourage students to seek and use evidence as the basis for forming ideas and taking action and assist in the development of responsible attitudes towards the environment.”

Students are provided with the opportunity to develop the following skills: Appreciating, classifying, comparing, creating, describing, discussing, examining, experimenting, exploring, investigating, observing, measuring, predicting, solving problems, questioning, solving talking and writing.

THE ARTS

Includes: visual arts, craft, design, dance, drama, media studies.

“Studies in the Arts involve students in experiences of creating, presenting and appreciating. These studies will result in the student acquiring arts knowledge and developing a range of artistic skills and other skills related to planning and design that will equip them for lifelong involvement in an appreciation of the arts. Such studies include the visual arts, craft, design, dance, drama, media studies and music.”

Students are provided with the opportunity to develop the following skills: Communicating, conversing, copying, drawing, identifying, labelling, listening, making, observing, practising, reading, repeating, speaking, talking and writing.

LANGUAGES

ASIAN CULTURES

“Studies in Languages extends students’ proficiency in listening, speaking, reading and writing in a variety of contexts and situations. They involve comprehending, appreciating and producing an ever widening range of texts and the discussion and evaluation of texts.”

Students are provided with the opportunity to develop the following skills: Communicating, conversing, copying, drawing, identifying, labelling, listening, making, observing, practising, reading, repeating, speaking, talking and writing.

DESIGN & TECHNOLOGY

“Studies in Design & Technology provide students with opportunities to develop technological capability through planning, developing and refining design concepts, selecting appropriate materials, tools and processes for particular design purposes, carrying designs through to completion and appraising outcomes.”

Students are provided with the opportunity to develop the following skills: Analysing, building, communicating, constructing, creating, describing, designing, experimenting, exploring, illustrating, investigating, observing, questioning, recording, searching and solving problems.
BEGINNING SCHOOL

Staring school is a very significant milestone in your child’s life, and therefore, it is very important that he/she is adequately prepared. Encourage your child in the weeks and months prior to starting in areas of:

- dressing themselves
- putting away play things and materials after using them
- knowing how and when to use a handkerchief
- helping them to be independent

We strongly urge parents to spend a lot of time talking with your child and discussing shared experiences to help develop their language skills. Reading favourite stories to your child will support your child’s language development.

1. You will need to fill in enrolment and consent forms.
2. Once your child has commenced school, an invoice of the scheduled ‘School Fees’ will be sent out.
3. The teacher organises all the materials, pens, books etc and these are stored in the child's tray or in some circumstances shared.
4. An information meeting is held in the first week your child begins in the Reception class. It is usually on the Thursday from 3.30 - 4.00pm. At this meeting you will hear the teacher’s expectations of the children and find out what the general classroom procedures are. There is always plenty of time for questions you may have.
5. A newsletter is sent home fortnightly on Wednesdays via the eldest student in the family. You will receive a yellow envelope with a newsletter in it. You need to sign the envelope and return it when you have read the newsletter. Notes or payments of money are not to be placed in the envelope. This newsletter is our main communication with ALL families.
6. Payment of money is made at the front office. It is advisable to send money in an enclosed envelope and your child will be able to take this to the front office after 8:30am.
7. Please feel free to contact the Principal or teacher if you have any concerns at all. We would rather help out before little things become problems.
8. Parents are asked to regularly check the Community Notice Board at the school entrance (Dolan St – bike rack area) for up-to-date information and news.
9. At the beginning of each term a calendar will be sent home highlighting special dates and events and any special themes eg; Book week, Literacy & Numeracy Week, etc. Newsletter dates will also be advertised on term calendar.
COBDGOLA PRIMARY SCHOOL

ADMISSION OF STUDENTS

EACH CHILD ENTERING THE SCHOOL WILL BE ENROLLED BY THE PRINCIPAL AND / OR S.S.O.

THE CHILD AND PARENTS WILL BE MADE WELCOME AND ATTENTION WILL BE PAID TO ANY INFORMATION WHICH MAY AFFECT THE CHILD AT SCHOOL.

THE USUAL PRACTICE WILL BE FOR CHILDREN TRANSFERRING FROM ANOTHER SCHOOL TO COMMENCE IN OUR SCHOOL THE DAY FOLLOWING ENROLMENT.

ADMISSION POLICY FOR 5 YEAR OLDS

General Procedures

Children are eligible to commence school the term following their 5th birthday and must be five on or before the day school starts. They are not under compulsion to attend school until they are 6 years of age.

Parents will be strongly encouraged to enrol children before the commencement the transition programs.

As part of our Transition Programme parents will be invited to attend a meeting at the school. Parents will have the opportunity to meet the Principal and when possible other parents.

Transition Program information is available from the school or local kindergarten.

Commencement

Reception children will commence school in the first week of each new term. School times start at 8.50 am and end at 3.15 pm.

For the first four weeks of school, Reception students will have Wednesdays off. Students will begin full time school from week 5.

It is advisable that children come to school between 8.30 am - 8.45 am in order to be organised.

Time in Junior Primary School (R-2)

The Education Department Policy states that children should spend between ten to fourteen terms in Junior Primary School.

At the beginning of each year of school, children will progress from the stage they completed in the previous year.

Children commencing school in Term 1 will normally spend 12 terms in the Junior Primary School.
Children commencing school in Term 2 will normally spend 11 terms in the Junior Primary School.

Children commencing school in Term 3 will spend 10 or 14 terms in the Junior Primary School. This decision will be made after a review by teacher, Principal and parent.

Children commencing school in Term 4 will normally spend 13 terms in the Junior Primary School.

**Flexibility**

There is flexibility within this policy. In exceptional cases the length of time that particular children will spend in Junior Primary classes may be varied through discussion and negotiation between parents, teachers and the Principal, with advice from Guidance Officers, if appropriate. This might apply to children who have begun school with special social, emotional, physical or intellectual needs, or children who have not commenced school until the age of 6 years. Decisions, taking age and maturity into account with reference to Departmental guidelines may favour proceeding to Year 3 after a shorter or longer time than that stated in the Education Department policy.

**Transition Programme**

All children coming from the Barmera Kindergarten will participate in this programme.

This programme will include:-

- the Reception Teacher and the Pre-School Director arranging visits for the children. Wherever possible these children will be with the teachers they will have when they commence school.

- discussion between the pre-school staff and teacher concerning placement of children. Children in existing classes and needs of children entering school will be considered.

- a visit to the School Resource Centre with the Teacher/Librarian.

- a visit to the School for lunch or recess on designated days.

- when possible, visits to the Pre-School by the Reception teacher so they can observe the children in the Pre-School environment.

**Parent Meetings**

A meeting will be held in the School towards the end of the term prior to the child commencing school. The Principal will speak at this meeting and talk to parents of school procedures and routines.
A tour of the school follows this meeting.
SUPERVISION

Children who arrive prior to 8:30am are expected to enter school grounds and sit quietly in the courtyard until the teacher starts their duty at 8:30am. Students who are still at school after 3:30pm will be required to wait outside the front office until a parent/caregiver arrives. Students are required to report to the office before they leave the front office area.

SCHOOL TIMES

Children are supervised in the schoolyard between the hours of 8:30am and 3:30pm. Please be aware that children should not arrive prior to this time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Teachers on duty</td>
</tr>
<tr>
<td>8:50 – 9:05</td>
<td>Absentee / Roll Book / Fitness</td>
</tr>
<tr>
<td>9:05 – 11:00</td>
<td>Lessons</td>
</tr>
<tr>
<td>11:00 – 11:25</td>
<td>Recess</td>
</tr>
<tr>
<td>11:25 – 1:00</td>
<td>Lessons</td>
</tr>
<tr>
<td>1:00 – 1:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:45 – 3:15</td>
<td>Lessons</td>
</tr>
<tr>
<td>3:15 – 3:30</td>
<td>Teachers on duty</td>
</tr>
</tbody>
</table>

It is important to ensure that children are at school between 8:30 – 8:45 for them to organize themselves. This allows time for organization such as greeting their teacher, ordering lunch, setting up desks and visiting the Resource Centre and Administration/Office area if necessary.

COMMUNICATIONS

Staff members are available to discuss areas of concern or interest, either before or after school. Appointments may be made with your child's teacher or with the Principal, if you wish to discuss in depth any areas of concern. Please feel free to contact the school at any time.

Early in the year each teacher conducts a parent information evening where the teacher's expectations for the year are outlined. It is also an opportunity for parents and teachers to get to know each other.

SCHOOL NEWSLETTER

A newsletter is sent home fortnightly (Wednesday) via the eldest student in the family. Newsletters are not organised when there is a public holiday. Copies of the newsletter are available on the school web-site. If a student is away when newsletters are distributed the class teacher should write their name on a copy and give it to them when they return. Staff is expected to read the School newsletter, before students take them home. A Newsletter folder is available in the office with originals filed there. If a teacher knows that a student will be away for a week they need to organise for the newsletter to be sent home by post. When students are on camp the newsletter will be posted out.

REPORTING

Interviews give parents the opportunity to have a comprehensive discussion with the child's teacher.

Our comprehensive student-reporting framework gives all parents continuous access to the student’s progress. This is achieved by the use of the Assessment Folders, which are sent home in term 1, 2, and 3 (Week 10 Mondays) with examples of students' work. We encourage parents to comment in the folders.
Reporting Procedure

Term 1  Interviews
Term 2  Mid Year Report
Term 3  Interviews by request from class teacher if required
Term 4  End of Year Report.

NATIONAL LITERACY AND NUMERACY TESTS

The National Literacy and Numeracy Tests, which focus on Literacy and Numeracy skills, is undertaken by years 3, 5 and 7 students in South Australian public schools. It is a crucial tool in directing extra help towards students who need it most. The National Literacy and Numeracy Tests are held early in Term 2.

INTERNAL SCHOOL TESTS

Each year in November the following standardised tests will be administered to students.

**Literacy**
- ACER – Word identification ~ R-7
- Westwood Spelling ~ R-7
- Waddington ~ R-3

**Numeracy**
Young Adapted ~ R/Yr1/2 - Receptions need to be at school 3 term minimum before attempting this test.

SCHOOL LUNCHES

Children may order their lunches every day of the week from the Cobby Trading Post. A lunch price list is enclosed.
Many parents ask for lunch bags and fill them out at home. Food from the shop is in accordance with the “Right Bite” Healthy Eating Guidelines.
Also to help with organisation of lunches we have colour coded classes. You will need to colour cross the order bag, which will help us to quickly identify what room the orders have come from.

Black         -       Junior Primary Unit.
Red            -      Middle Primary Unit.
Blue           -       Upper Primary Unit.

We ask parents to help with lunch organisation by:
1. Only ordering what is on the school lunch list.
2. Ordering lunches through the school. (Orders will not be taken through the shop).
3. Informing children when they are buying their lunches and what has been ordered for them.
4. Enclosing money in a small plastic zip lock bag or envelope to prevent money being lost

During the year we also have special Tuck Days. Parents will be notified when these days occur. Parents are welcome to come along at any time to have lunch with the children.

There are two fridges at the school for the children use for their lunches and drinks.

Staff will make a sandwich for student/s who come to school without or forget to order lunch. Parents will be informed with a standard note.
SCHOOL RULES

BELL TIMES
1. Children who arrive before 8:30am need to sit under the veranda outside the Resource Centre.
2. A Siren sounds at 8:30am informing children they may enter the yard.
3. Recess Time 11:00 – 11:25
   At the end of recess break when the bell sounds at 11:20 children are to put sports equipment away, visit the toilet and have a drink.
   The second siren at 11:25 informs children to line up at their classes.
3. Lunch 1:00 – 1:45.
   At the end of lunch break when the bell sounds at 1:40pm children are to put sports equipment away, visit the toilet and have a drink. The second siren at 1:45pm informs children to re-enter their class.
4. End of the day 3:15pm. Children are expected to go straight home after they have been dismissed. Children are to use the crossing on Dolan Street to cross the road and parents are to collect children in Dolan Street. This is an important safety rule and needs to be complied with.

EATING
1. Reception to Year 7 students are expected to sit down under the veranda “eating area”. Teachers will permit children to leave the eating area when they have finished and the area is clear of rubbish.
2. No food or drinks are permitted on the oval or the grassed playground areas.
3. No food is allowed in the Resource Centre or classroom.
4. Crunch and Sip Time Students and staff have a 10-minute break at 10am. During this time it will be encouraged to eat fruit or vegetables and sip water.

CLOTHING
1. Children are expected to wear neat and tidy clothing to school and the wearing of school uniforms is encouraged.
2. Strong shoes or sandals are to be worn. Thongs or similar are not suitable.
3. Children need a hat to wear whilst outside. No hat means the children must seat in the “Sit Out” area.
4. Children are encouraged to wear the school colours of blue and yellow.

BIKE RACKS
1. Children are to walk their bikes within the schoolyard and are expected to keep away from the bike racks at all times.

CLASSROOMS
1. Children are permitted in the classrooms before school, during recess and lunch only if teachers are present or permission has been given by the class teacher.
WET WEATHER
1. Three Sirens will sound when the weather does not permit outside play.
2. Children will be able to access Resource Centre, Activity Room or remain under
outside courtyard area. Teacher on duty will supervise these areas.

HOT WEATHER
1. When the forecast temperature on morning ABC radio exceeds 36 degrees C.
children will follow Wet Weather Routine.
2. Once the temperature is 38ºC or higher over a period of three or more days,
some air conditioners are not effective in keeping the rooms cool. The
Administrative Guidelines suggest that students may be dismissed early on days
when the forecast is 38ºC or higher.
On days when the temperature is forecast for 38ºC or above, parents are able to
collect their children from school at 1:00pm. This temperature is taken from the
WIN Television News Broadcast the night before. Teaching staff will remain on
site to provide a modified afternoon program to students who remain at school.

On these days of extreme temperature it is not safe or healthy for students to be
walking home at 1:00pm. We are therefore asking that parents collect children from
their class and inform the teacher or the office that they are taking their child home. A
diary note stating that children are to walk home is not acceptable and children will
not be allowed to walk home in extreme heat.
If there is a significant change in temperature (i.e. below 30ºC), before 1.00pm,
children are to remain at school.

RESOURCE CENTRE
1. The Resource Centre will open for children to borrow or return books, read and
do quiet activities before school, recess (from 11:10am) and during lunch (from
1:15pm).
2. A computer timetable for use at recess and lunch is situated near computers.
3. Students will be able to access computers for Lexiles before school, recess,
lunchtime and DEAR (reading) time.
4. The Internet is to be used under the direction of a classroom teacher during
lesson times only.

PAVED AREA - SAFETY RULES
1. For safety reasons, children must walk near buildings and around corners.
   Running on the paving is restricted to game situations only: (during class
   sport/fitness activities).
2. Children playing basketball before school need to use the goal ring at the toilet
   end of the pavers.
3. No balls are to be kicked on the paved area.
4. All ball games need to observe fairness and good sportsmanship.

PLAYGROUND
1. The playground area is out of bounds before school. Children need to be on the
   paved area before school.
2. The area adjacent to the logo wall is out of bounds for playing.
3. Over consistently hot days and strong windy days, children are not permitted to
   play where tall trees exist.
ROUGH AND DANGEROUS PLAY
1. Any games deemed to be too rough or potentially dangerous by the yard duty teacher will be modified or halted. Unstructured games, such as brandy or rugby variations are not permitted.
2. Fighting results in the loss of play time in line with Behaviour Management Policy.
3. Football games with tackling need to be supervised and umpired by an adult.

SPORTS SHED
1. Sports equipment is to be issued at the start of recess and lunch. Each student is issued with a ‘Sports Shed’ borrowers card that they need to present to monitors. Monitors will issue gear which is to be returned at the end of play. Sports gear is not available before or after school.
2. Children are expected to share sports equipment that they take out.

BOUNDARIES
1. Children are not allowed out of the school grounds without the permission of teachers.

FIRE DRILL
1. When there is a continuous ringing of siren, (with pauses) teachers need to evacuate children to designated areas in an orderly fashion. Teachers to call roll. Principal/Fire Warden to approve return to classes. In extreme situations students to evacuate to town oval. Refer to “Evacuation Procedure” Poster displayed in each room.

INVACUATION
1. A continuous blast (a long continuous blast with no pauses) of the school siren or using manually the old school bell (located in staff room) students, staff, volunteers or visitors will need to move into the activity room.
2. Children will need to sit on carpet in assembly positions while teachers check roll.
3. Staff to use class lists situated in the entry of the Activity Room.
4. All doors and windows (where possible) in administration, staffroom, Resource Centre, Art room and brick building to be locked. Staff based in those areas are in charge of locking up.
5. Staff need to move quickly and keep low at all times.
6. Swimming Pool – Teachers to use discretion to either move to Activity Room or into the girls change room. Class to stay there until they receive the All Clear.
7. If inside buildings – STAY INSIDE – lock up and keep low. Where possible staff to communicate with phones.
GRIEVANCE PROCEDURE

STAFF

General school matters can be raised at Staff Meeting with the PAC or OHW&S Rep. All personal matters should be raised directly with the person concerned and/or Principal in a confidential manner. Matters involving sexual or racial harassment should be raised with the identified trained staff contacts or the Principal. All matters relating to professional conduct should be raised directly with the Principal in a confidential manner.

Procedures

1. Endeavour to deal with the person directly involved.
2. If you are dissatisfied with what happens speak to that person again.
3. If you feel the matter is not resolved, raise it with the Principal at a formal meeting (taking into consideration confidentiality, it may be useful to meet with colleagues first about your concern).
4. This meeting may be followed up with:
   - Monitoring the situation.
   - Further discussion with the people involved.
   - Discussion at PAC
   - The Principal to follow up until the matter is resolved.
5. If steps 1 to 4 do not resolve your concern, contact the District Office for assistance.

PARENTS/CARERS/VOLUNTEERS

General school matters can be raised with the staff and the Principal. All personal matters should be raised directly with the school through a teacher or Principal in a confidential manner.

Procedures

1. Make an appointment to talk to the Teacher involved (or in the case of School Services Officers, parent helper and CPSW, an appointment with the Principal).
2. If you are unhappy with what happens speak to the teacher again.
3. If the issue is not resolved, make an appointment with the Principal. Let him/her know beforehand what subject matter is going to be raised.
4. Meet with the Principal:
   - This could be followed up with a phone call at later times to monitor the situation.
   - It may also result in a further discussion with the parents, teacher and Principal.
   - It might include inviting support for the family or school eg. Guidance Officer, Social Worker, Student Management.
5. If you still feel dissatisfied, contact the Principal to air your concerns again.
The Principal to follow up until the matter is resolved.

6. If after steps 1 to 5 parents/carers/volunteers still feel dissatisfied, contact the District Office, Riverland, for assistance.

It is important that these concerns/grievances are kept confidential. At times, you may seek support from friends to gauge their reaction. It is very important to do this wisely. At all times, it is important for the student’s sake that the school and class teacher are not criticised in the student’s hearing.

**STUDENTS**

*Students can raise general school matters at their class meetings or through SRC and personal matters through their class teacher or any other member of staff.*

**Procedures**

1. Raise the problem with someone you trust (Class teacher, CPSW or other member of staff or someone on your network – Child Protection Curriculum)
2. If you are unhappy with what happens either speak to your contact again or to someone else.
3. If this doesn’t work, speak to the Principal.
4. If this is unsuccessful, get your parents to contact the school.
5. Students should persist until they receive help.

If you find it difficult to approach teachers or the Principal in person try the following
- You may like to approach a Governing Council Member.
- Write a letter.
- Make a phone call.

**The Principal:**
Trevor Broughton
Dolan St
Cobdogla, 5346
85887131

**Assistant Regional Director:**
85952323
GOVERNING COUNCIL

The overall management of the school is guided by the Governing Council, which is an elected body of parents, staff representative and the Principal. Each year some council members retire and new members are elected at the Annual General Meeting (Term 1). Parent representatives are elected for two year terms. Council Meetings are currently held the last Tuesday of the month. All parents are welcome to come along and observe these meetings.

GROUND AND FACILITIES COMMITTEE

ROLE
- plans grounds maintenance and new additions
- writes grounds action plan
- prepares grounds submission for budget process
- oversees grounds works

SPECIAL PROJECT COMMITTEE (SPC) - FUNDRAISING

ROLE
- to plan the year's fundraising activity
- to co-ordinate fundraising plans
- to facilitate community awareness and support in fundraising.

FINANCE ADVISORY COMMITTEE

ROLE
- advises the Governing Council on budgetary and financial matters
- assists in preparation of budget document
- monitors of income and expenditure.

STUDENT REPRESENTATIVE COUNCIL

Each year student representatives from each class are elected. The members of the S.R.C. then attend fortnightly meetings to discuss issues raised in class meetings. A staff member coordinates all the SRC work.

BANKING

Children may bank at the school each Tuesday through a service offered by Bank S.A. Bank books are collected in each class in ‘Bank Bags’.
MATERIALS & SERVICES CHARGES
SCHOOL FEES

The Governing School Council reviews the fee each year. The Governing Council establishes school fees for each student. Fees cover all students’ needs, curriculum initiatives and purchases of resources like computers, audio visual equipment and some special projects. Along with government funding, fees meet all student stationery needs for the year, the purchase of art materials, as well as enabling us to undertake major projects in curricula and grounds development. The fees do not however cover excursions or camp costs.

Accounts for school fees are sent to parents at the beginning of the year with details about possible methods of payment. Fees can be paid in full, by instalments or by arrangement with the Principal.

**Annual School fees:** $190 per Student *(being)*
- 4 terms $190
- 3 terms $145
- 2 terms $110
- 1 term $65

BACK TO SCHOOL INFORMATION/
STATIONERY PACKS

Back to School Packs will be ordered by class teachers as ‘starter packs’ for the commencement of the new school year. In January, families will be sent information relating to Material & Services fees, School Card Information, Payment Plans and notification of days for collecting stationery packs. Collection days are generally in the week before school commences.

SCHOOL CARD

Some families may be eligible for financial assistance from the government in the form of School Card. See the Front office for eligibility. Early application, if you are eligible, is essential.

LOST PROPERTY

Every year we seem to collect a vast amount of lost clothing and other items. If articles are marked with a name, they can easily be returned to their owners. At the end of each term, all unclaimed items are packed up and sent to the Opportunity Shop.

UNIFORMS

The school uniform is blue and yellow and examples of items are on display in the front foyer. All children are encouraged to wear school uniform.

**Hat** - It is school policy that ALL children and staff wear wide brimmed (7-8cm) hats while outside.

**Undesirable Dress**

- Thongs, flip-flop sandals.
- Singlet tops.
- Strapless and halters tops, shoestring straps.
- Jewellery and in particular dangling ear rings.

For information regarding uniforms contact:- School ☎️ 85887131.
HOME CONTACT CARDS

From the consent/information form completed at the beginning of the year a card index noting all emergency information for individual children, is compiled. It is parents’ responsibility to inform the school of any changes – phone numbers, address, medical information. This is very important as we sometimes have emergencies, which require us to have the information quickly.

CUSTODY OF CHILDREN

Please advise the Principal of cases, which involve the custody of children. All information given remains confidential. Failure to do this may result in uncompromising situations, which could have been avoided.

ROAD SAFETY

Parents are asked not to drive into the school grounds except in an emergency. Parents are expected to deliver and collect children at the Dolan St entrance. Orange witches’ hats and crossing flags indicate the area that is used for crossing Dolan St. We would appreciate everyone using this crossing. Drivers are advised to avoid U turns on Drogemuller Rd., adjacent to the school gate as traffic from the Sturt Highway can produce a serious hazard.

BIKES

Two bicycle racks are provided near the Hall (Dolan St side). Bikes must be walked into this area. No responsibility is accepted for loss of bicycles or parts whilst in this area.

ABSENCES

New roll book requirements necessitate either a dated note outlining the reason for the absence or a phone call to the school. The government keeps statistics about why children are away and for how many days. Children over the age of 6 are required to be at school by law unless you have gained the principal's permission or the child is sick. Children who arrive late or leave the school prior to dismissal time must be collected by an adult and are required to report to the front office.

VISITING THE SCHOOL – SIGN IN BOOK

Parents/Caregivers must report to the Front Office and inform staff of their presence by signing the ‘visitors book’.

VOLUNTEERS

All volunteers are required to report to the Front office, sign in and collect a Visitors badge. At the end of the visit, volunteers will need to sign out and return the badge. People who wish to volunteer on a long term basis are required to undergo a DECS Police Check.
BEHAVIOUR MANAGEMENT

At Cobdogla Primary School we believe that both the classroom and the yard should be safe and enjoyable places for all children. We help children to learn to play and work co-operatively and to respect the rights of others. Responsible behaviour is encouraged and those who follow the school rules are acknowledged and rewarded. Those who do not choose to follow school rules are given logical and reasonable consequences which encourage them to rethink their actions and choose responsible behaviour in future.

Children who choose inappropriate behaviour or hurt other children in the yard have “sit out time” outside the staffroom (10-20 minutes).

Children who continue to choose inappropriate behaviour are sent to Time Out Room in the Administration Building where they will be required to complete forms about ‘behaviour/problem’. Letters are forwarded home informing parents of the action.

DEAR - DROP EVERYTHING AND READ

For 15 minutes after lunch all members of Cobdogla School participate in DEAR. We believe that children need good reading role models and that a set daily reading time is a good educational habit to encourage.

PREMIER’S READING CHALLENGE

All students in the school are registered in this initiative. All students are challenged to read 12 books per year. The aim of this program is to encourage children to discover the joy of reading and to help them build literacy skills. Students who complete the Challenge will receive certificates and medals. There is a recommended book list, which contains over 2000 titles. More information is also available on the website: www.premiersreadingchallenge.sa.edu.au

ACTIVE AFTER SCHOOL COMMUNITIES PROGRAM

Each term activities are organised after school for students to participate in, be active and increase levels of fitness. Booking sheets and consent forms are sent out at the beginning of each term. This program is funded by the Commonwealth Government, and therefore there is no cost to parents.

DAILY FITNESS

Each class is committed to a daily fitness lesson and one other Phys Ed lesson per week. This policy is dependent upon the weather. During hot days, swimming lessons will be in lieu of Phys Ed lessons. All staff & students participate in a 20 minute walk on Fridays as part of the “Be Active for Life” program.

MUSIC

The school endeavours to include special music programmes when/where resources are available.
The Department for Education and Children's Services provides a service to schools, which is determined at the beginning of the school year. Details are provided through newsletters.
**CHOIR**

Students from year 5-7 are given the opportunity to join the Riverland Schools Choir. This involves Term 1 & 2 learning of script routines with a major performance held at the Chaffey Theatre in Renmark. All Riverland schools are involved in the choir.

**HOMEWORK**

Homework is linked with improved learning outcomes as it develops good study habits and independent learning skills. The number of days per week that work will be set will vary with individual teachers. Parents will be advised of homework expectations at the Parent Information Evening, which is held in term 1. Work contracts/sheets to be set by classroom teachers with a revision component. Parental support would be appreciated to ensure set work is completed.

**TIME ALLOCATION**

R – YR 1  Reading every night at home. Extra homework to be set by class teacher.

Yr 2/3/4  Approximately 1 hour per week.

Yr 5/6/7  Approximately 1½ hours per week.

**DIARY**

Upper school students will have diaries. Homework and other notes to parents will be written in these. We would like parents to check and sign diaries each week. Receptions to year 2 students have a small memo book, which is used as part of the communication process by teachers. Junior Primary teachers decide at the beginning of each year if they wish to use a memo book or a formal school diary.

**ACTIVITY HALL / FUN TIME**

During some lunchtime periods students can access the Activity Hall. Supervision is provided by a staff member.

**BUDDY PROGRAM**

Reception and Year 1 students work with the Upper Primary Class once a week. Students are teamed up and through various fun and learning activities build up a strong relationship. This nurtures the Reception / Year 1 students and allows the older students to be effective role models.

**PLAYGROUP**

During term time playgroup is held at the school once a week for children 0-5 years. Playgroup meets on Friday mornings in the Junior Primary Classroom. Contact the school for details.
ASSEMBLIES
At the beginning of each school week (Monday 8:50-9:00) a whole school Assembly is held, special events are discussed with reminders. Whole school assemblies are held on designated Fridays at 2:45pm. Dates are set at the beginning of each term and advertised in the school newsletter and on the term calendar. Each class has the responsibility for presenting one item per term. As they are organised and presented by the children, parents are most welcome to attend.

CAMPS AND EXCURSIONS
Students are given many opportunities to participate in excursions, sleepovers and camps which enrich their experiences and interactions in the wider community. Teachers will inform parents of the programs once organised. Through Global Budget allocation the school provides funds towards some of these activities. This ensures that all students participate and do not miss out. Parents are informed early to begin budgeting towards activities.

YR 6/7 CANBERRA TRIP
Students from Cobdogla Primary School, Loveday Primary School and St Joseph’s Catholic School may participate together on a trip to Canberra. This trip gives students a very real insight into features of our nation’s capital. The Federal Government provides a subsidy for each student for visiting Parliament House. The Canberra trip is organised biannually.

SPECIALIST SERVICES
The Department for Education and Children’s Services makes available Specialist Services for children with special needs.

These services are:
* Speech Pathology
* Behaviour Management
* Special Education
* Guidance (Educational Psychology)
Contact the school for further details.

HEALTH
Good health is vital to school progress. We encourage all parents to ensure their children are in bed at a suitable time so that they are not tired and listless at school. We recommend at least 10 hours sleep per night. Healthy lunches from home or to the shop are encouraged. These factors are conducive to good learning.

Before your child begins school it is wise to make sure all vaccinations are up to date.
To avoid infection to others we suggest that children be kept at home when there is doubt about health.
If your child becomes unwell at school, we will notify you by telephone. Please ensure that you inform the school of any medical problems.
**MEDICATION**

Staff are not permitted to administer any form of medication to students unless the following requirements are in place. Generally anti-biotics prescribed to be taken 3x daily can be given before school, after school and at bed time. If your doctor has prescribed medication for a student, to be taken during school hours, such medication can be delivered to the front office in a plastic bag:

- clearly labelled with the student’s name
- clearly labelled with the dosage and times
- accompanied by a doctor’s letter to the school
- a short note from you requesting the school to store the medication

Either the student or yourself can administer the medication. With the possible exception of inhalers, the medication will be stored (at your request) in a cupboard. Staff are required to document information in ‘Medication Log Book’.

**DENTAL CLINIC**

The School Dental Clinic is located at the Berri Primary School.

Notification and appointments are forwarded to parents who then make arrangements with the Clinic. **Berri School Clinic 85821969.**

<table>
<thead>
<tr>
<th>DISEASE OR CONDITION</th>
<th>EXCLUSION OF CASE FROM SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox and Shingles</td>
<td>Exclude until all lesions have crusted, there are no moist sores and the person feels well.</td>
</tr>
<tr>
<td>Common Cold</td>
<td>Exclusion is NOT necessary.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude during the acute stage of the infection.</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
</tr>
<tr>
<td>Herpes Simplex Type 1 (Cold Sores or Fever Blisters)</td>
<td>Exclusion is NOT necessary.</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclude until the person feels well.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least four days after the onset of the rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner).</td>
</tr>
<tr>
<td>Ringworm/Tinea</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
</tr>
<tr>
<td>Ross River Virus</td>
<td>Exclusion is NOT necessary.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of the rash.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
</tr>
<tr>
<td>School sores (Impetigo)</td>
<td>Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be covered with a dressing.</td>
</tr>
<tr>
<td>Whooping Cough (Pertussis)</td>
<td>Exclude for five days after starting antibiotic treatment.</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclusion is NOT necessary.</td>
</tr>
</tbody>
</table>

The resource book "You've Got What?!" is available at school if further information is needed concerning infectious diseases.
HEAD LICE

DESCRIPTION
Head lice infest the scalp and feed on blood. They generally cause itching behind the ears and above the neck. Spread is by direct contact with the hair of an infested person or, more rarely, by contact with personal items such as combs, brushes, hats, scarves. Lice are very host specific; lice who live on animals will not live on humans, and vice versa.

INCUBATION PERIOD
The eggs (nits) usually hatch in seven days. Once hatched the lice are capable of laying eggs after 10 days.

CONTAGIOUS PERIOD
The contagious period lasts as long as the eggs, or lice, are alive. Lice do not survive more than two days away from a human host, but eggs may survive longer.

CONTROL OF SPREAD
* Family and close contacts should be inspected for signs of infestation, and treated if infested.
* A person with head lice should be excluded from school or work. They may return the day after appropriate treatment has commenced.
* Combs and brushes should be washed and cleaned with detergent and hot water.

TREATMENT
Quellada is available without prescription. Follow directions on medication. A second treatment may be needed in 7-10 days to destroy any eggs not destroyed by the first treatment. A doctor should be consulted before treating a child of less than one year of age or if the child has significant dermatitis. Family members may also need treatment. Pregnant women should consult a doctor before treatment. When infestations persist despite correct insecticide use, medical advice should be sought on alternative methods of treatment.

COMMENTS
Lice infest men and women of all socio-economic positions and age groups. It is suggested they prefer clean hair.

The resource book "You've Got What?!" is available at school if further information is needed concerning infectious diseases.

ACCIDENTS
Parents can be assured that all reasonable care is taken at all times to prevent injury to their children.
If however, your child is seriously injured, you will be telephoned immediately and if necessary, the child transported to hospital.
The Department for Education and Children's Services now covers the cost of ambulance transport.

ACCIDENT INSURANCE
The Department for Education and Children's Services does not insure children attending its schools. Parents are responsible for the safety and well being of their children but they may seek to protect themselves through insurance, either for medical expenses or for compensatory payments.
PARENT INVOLVEMENT

Parents and community members can be involved in school life in a variety of ways:-

- Assisting in the Resource Centre
- Governing Council
- Sub-committee of Governing Council, eg grounds, fundraising and finance
- Assisting with classroom activities, working bees, cooking, umpiring lunchtime sport, presenting talks, teaching a sport, chess or board games, etc.
- Assisting with class excursions and camps if required
- We encourage all parents to be active in some way, for we strongly promote and demonstrate our belief that student learning is enhanced through a partnership between parents and teachers.
- If you would like to become involved in school life please contact class teachers or the principal.
- Parent Group
- Cooking classes
- Working in the community garden

READING ASSISTANCE PROGRAMME (R.A.P)

A Reading Assistance Programme (R.A.P.) caters for children with special needs. Children within the programme work on a one to one basis with their own special volunteers. New volunteers are always needed. Further information about this programme can be obtained from teachers.

RESOURCE CENTRE

The Resource Centre is the centre of our school. The children are able to visit the Resource Centre before school and at all play breaks.

Book Borrowing
Children may borrow a maximum of 4 books at a time for up to two weeks. Usually children will be ready to return their books much sooner and they can be returned to the Resource Centre and more books borrowed immediately.

Please supply your child with a material library bag to carry books between school and home. It can be made to the following measurements and should be labelled clearly with the child's name.

![Library Bag](image)

| Library Bag | 45 cm deep | 40 cm wide |

Alternatively a strong plastic carry bag/shopping bag will suffice but this will not last as long.

Return Of Books
Books can be returned any time by placing books in the box provided at the entrance to the library.
**Borrowing Times Are**
- lunchtimes
- before and after school
- during lessons in the Resource Centre
- anytime during the day with classroom teacher's permission.

Parents are welcome to browse in the Resource Centre, borrow books or help their child select reading material.

**Parents can assist by**
- encouraging their children to borrow books
- sharing these books with their children
- seeing that reasonable care is taken of books
- letting us know if a book is lost or damaged. (Do not attempt repairs.)

Parents will be required to contribute towards replacement costs of lost or damaged books.

**RESOURCE CENTRE COMPUTERS**
- The computers will not be available before school.
- The computers will be rostered at recess and lunch time to give all children better access.
- There can be no exception to the rule regardless of how many free computers there are.
- No food is to be taken into the Resource Centre.

Rosters are displayed in and outside the Resource Centre.

**SMALL SCHOOLS BE ACTIVE AFTERNOON**

Once a term Cobdogla, Moorook, Loveday and Kingston Primary School get together for a fun and active session. Games are organised and students have the opportunity to meet neighbouring students. It is a fun session for all.

**CRUNCH AND SIP TIME**

Encourages all students, staff and parents to stop work at 10am each day to eat some healthy fruit/vegetables and have a drink of water. Parents/Caregivers are encouraged to send along healthy snacks each day. It is beneficial if fruit could be cut up into manageable pieces. (Especially for Junior Primary Students)

**CHRISTIAN PASTORAL SUPPORT WORKER (CPSW)**

CPSW is funded by the Federal Government. Our CPSW will further support classroom and school programmes embedding values and social interaction in the primary years.

Cobdogla and Moorook Primary School are sharing the expertise of this worker for the well being of our school communities.
COBDOGLA PRIMARY SCHOOL’S SUN SMART POLICY

RATIONALE

Australia has the highest incidence of skin cancer in the world with 2 out of 3 people developing some form of skin cancer before they are 85.

There are three factors, often occurring simultaneously, which contribute to these statistics.

1. Ultraviolet light from the sun is of sufficient intensity to induce skin cancer in this susceptible population.
2. For most of this century social values have supported the belief that a suntan is healthy and attractive.
3. Lifestyle, work, school and recreational habits expose people to the sun for long periods.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Much of the damage occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing. Most skin damage and skin cancer is, therefore, preventable.

Schools can help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the school community to take effective skin protection measures.

AIMS

The aims of the Cobdogla Primary School’s Sun Safe Policy is to promote among students, staff and parents:

- positive attitudes towards skin protection;
- lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths;
- personal responsibility for and decision making about skin protection;
- awareness of the need for environmental changes in schools to reduce the level of exposure to the sun i.e. outdoor Physical Education before 10.00am if outside, hot weather policies.

WE BELIEVE:

- that in our duty of care we need to consider the harmful effects of the sun for students at the schools;
- staff need to make conscious decisions about reducing the amount of exposure to sun for all students during school hours;
- staff need to provide our school communities with up to date relevant information regarding sun safety issues i.e. newsletter items, pamphlets.
TO DO THIS

- all staff and students are to wear wide brimmed hats (7-8cm) during outside activities all year round;
- classes are to be provided with sunscreen – this is to be used before students go outside;
- curriculum (through Health and Physical Education) will address issues of sun safety at all year levels each year;
- it is recommended that outdoor activities are scheduled before 10.00 am during daylight saving hours, where possible;
- students to be encouraged to play in the shade or under outdoor eating area at break times;
- if temperature is 36˚ + or at teachers discretion then students must remain indoors – Resource Centre, Activity Room or outdoor eating area;
- staff will be encouraged to act as role models by practising Sun Smart behaviour by:
  - wearing protective hats and appropriate clothing for all outdoor activities;
  - seeking shade whenever possible.
- ALL students must wear a swim smart shirt or T-shirt in water during swimming.

OUR SCHOOL WILL:

- ensure that school hats are appropriate (wide brimmed or Legionnaires) and satisfy The Cancer Council South Australia guidelines;
- ensure that adequate shade is provided at sporting carnivals and outdoor events;
- incorporate programs on skin cancer prevention in the curriculum;
- regularly reinforce the Sun Smart Policy in a positive way through Newsletters, parent meetings, student and teacher activities.

WHEN ENROLLING A CHILD, PARENTS/CAREGIVERS WILL BE:

- informed of the Sun Smart Policy;
- requested to purchase a school hat or provide an appropriate hat for their child's use;
- encouraged to provide SPF 30+, broad spectrum, water resistant sunscreen for maximum protection;
- encouraged to practise skin protective behaviour themselves.
- Encourage parents to practise skin protective behaviour after school hours.
- The “Cobdogla Primary School Skin Protection Policy” will be reviewed on a 2 yearly basis with staff, SRC, and School council input. This will be reviewed in 2011.