WELCOME TO OUR SCHOOL

“Developing global learners in a caring community”

We achieve this by fostering the 10 attributes of the International Baccalaureate learner:

- Open minded
- Reflective
- Principled
- Inquirer
- Risk taker
- Balanced
- Thinker
- Knowledgeable
- Caring
- Communicator

SCHOOL HISTORY/ NAMES OF OUR SCHOOL BUILDINGS

Established in 1877, our school reflects the history of Coromandel Valley.

The DOBELL UNIT after Mr. Dobell, the first headmaster in Coromandel Valley in 1866.

The MURRAY UNIT is named after Mr. Murray who managed the jam and biscuit exporting factory in our Valley.

The CHESSER UNIT is named after Captain Chesser who was the captain of the ‘Coromandel’. Sailors jumped ship from the ‘Coromandel’ and avoided capture by hiding in the Valley.

The TURNER UNIT is named after Mr. Turner, our first prominent orchardist.

The MAGAREY UNIT consists of the Resource Centre, Computer room and 3 classrooms up by the administration building.

The house, situated in front of the new building facing Main Road, is where all our music programs occur.

The GILL GALLERY is named after S.T. Gill, one of the first Colonial artists in South Australia.

Revised February 2013
STUDENT WELL BEING …

BEHAVIOUR MANAGEMENT
We aim to make our school a safe and caring place for all to successfully work and play.

We believe:
• Responsible behaviour allows children and teachers to feel safe to learn, play and teach in their environment.
• Irresponsible behaviour requires a response which protects the rights of the students who want to learn/play, which supports the rights of teachers to teach: which offers the student involved a chance to learn how to make more responsible choices in the future.
• Individuals need to learn to accept responsibility for their own behaviour.

All behaviour has consequences which affect future opportunities:
Consequences of behaviour, both positive and negative, should be meaningful and logical. Children are rewarded for positive behaviour with positive comments, awards, stickers, certificates and notes home. Other procedures within class and yard will involve the use of Time Out, Catch Up Time (in use at lunchtime for completion of work not finished in class time), Detention Room, Class Meetings and a host of supportive strategies. Communication with parents occurs on the third visit to detention or sooner if the teacher/principal believe early communication is required.

Bullying, racism and violence are not tolerated.

BUSHFIRE POLICY – A FIRE APPROACHING THE SCHOOL GROUNDS
• The school has been assessed by the CFS as NOT in a high bushfire risk area.
• The buildings on the school property have been assessed as Bushfire Ready buildings.
• In the event of an approaching fire the children will be safe and cared for in the school Bushfire Ready buildings.
• School telephones are not to be used for incoming calls. These are to be kept open for incoming/outgoing emergency calls.
• In the event of a fire or an emergency a chain will be placed across the driveway to allow CFS, police and security access.
• In the event of a fire occurring, students will not be dismissed early or sent home before the normal dismissal time, irrespective of any messages transmitted via TV or radio. Children will remain in the care of staff until collected by parents or a nominated adult.
• On days of extreme fire danger parents may keep children at home if they consider it to be in the best interest of those children.
• In the case of fire in a building children meet on the oval.
• In the case of a bushfire children meet in the hall. Please keep the driveway clear to allow CFS to travel to the stand pipe near the hall.
• On catastrophic days in the Mount Lofty Ranges Region, if announced by 4pm the previous day on radio 891, the school will be closed.

EVACUATION POLICY
The school has an evacuation policy and two trial evacuations are conducted by staff and students each year. If you should happen to be in the school at such a time, the warning is repeated short blasts on the siren or in the event of a power failure - a hand bell rung continuously to warn everyone to move to the oval or safest area.

CHRISTIAN PASTORAL SUPPORT WORKER
Alison Hepple is our School Chaplain and she contributes to the pastoral care of our students, staff and families.
LICE
All schools have lice outbreaks especially in warm humid times. Lice are transferred from head to head. Please keep long hair tied back. By DECD regulation all children identified with lice or nits must be taken home. All students in the class are then issued with a letter which advises parents there has been an outbreak. Suitable shampoo is available from the chemist. Once the hair is washed children may return. A repeat wash is also required to be effective. We have found natural shampoos do not kill all lice or nits.

IMMUNISATIONS
In the interests of all children’s well being, it is advisable to keep up to date with your child’s immunisations. Advice regarding immunisation is available from the local Council.

LEARNING ASSISTANCE PROGRAM (LAP)
A LAP program operates at the school under the direction of a staff member responsible for coordinating support in special education. In LAP parents, grandparents and adult family members support children’s learning generally on a one to one basis. We would love to have your participation! Newsletters will provide details of meetings, programs, and seminars. This program aims to support children needing remedial help as well as fostering gifts and talents.

SEATBELTS ON BUSES
Staff will, where possible, select buses with seatbelts to transport students on excursions and camps.

HEALTHY EATING
The school adheres to the DECD Healthy Eating Policy. All food sold in the canteen fits within this policy. Where possible please provide a litter free lunch, fruit and water bottle.

NUT AWARENESS
Coro is a Nut Aware School. We have several students who will go into anaphylaxis if exposed to nuts, peanut paste or nutella paste. Please do not send any nut paste or whole nut products to school or include them in lunches.
CONSENT FORMS
To keep our records up-to-date the following forms will be sent home early in term 1 each year:

- Student Information and Emergency Contact form
- Consent form for use of photos
- Parental Permission Form

ENROLMENT PROCEDURES
Students are accepted into Reception classes generally on the first day of each term. Children must be 5 years of age by the first day of the term they commence school. If possible children need to be enrolled twelve months prior to their commencement. Please contact the Principal to discuss enrolment for all year levels R-7.

LOCAL EXCURSIONS/CAMPS
Each year parents will be asked to sign a consent form giving permission for staff to take classes on ‘local’ excursions. Such excursions could include those within walking distance - Frank Smith Park or Dam, Orienteering, Pudna Wirra Trail, Science Stations along the Sturt River, Blackwood Shopping precinct, Blackwood High School/Performing Arts Centre/Recreation Centre, Gamble Gardens, Winns Bakery and nearby surrounds. Use of such teaching resources greatly assists students’ learning. Generally camps are for years 3 - 7 and are for one to three nights. Cost of camps vary, but parents are given plenty of notice and can pay in instalments if necessary. R-2 classes do go on camps. These are discussed by individual teachers.

MATERIALS AND SERVICES CHARGE/SCHOOL FEES
Payment of the Materials and Service Charge is expected to take place early in the first term or term of enrolment. Our Governing Council sets this fee. An excursion levy covers excursions and performances up to a certain limit. Camps are an additional cost. The State Government offers financial support to families for various school costs under its SCHOOL CARD SYSTEM. Parents with financial difficulties should approach the Principal and arrange for instalments, according to financial circumstances. Contact our Office for further details.

MONEY
If money is being sent to school, please enclose it in a sealed envelope with the child’s name, class and why the money is being sent.

OSHC
Out of School Hours Care (see separate pamphlet).

PARKING
Parking is very limited for staff and parents. The car park is for staff only from 8:30 until 9:00am. Access by vehicles to the hard play area within the school is only permitted by clearance from the office.

Parking for parents to drop off/pick up are as follows:-

1. There is a ‘Kiss & Drop’ zone at the front of the admin building. (There is no parking in this area before 9:00 am and after 3:00 pm)
2. Bus Stop/Lions shed opposite Acklands Hill Road.
3. Rear of Frank Smith Park - enter off Magarey Road.
5. Trevilyan Court - via the Knoll and Turners Ave.
RESOURCE CENTRE (LIBRARY)
Refer to Resource Centre pamphlet in your Information Pack.

SCHOOL CROSSING TIMES
The school crossing is monitored by police trained Yr 7 students at 8:20 to 8:40 am and 3:05 to 3:30 pm.

SCHOOL TIMES
Students are to be in class by 8:40am. Recess is between 11am and 11:20am. Lunch is from 1pm to 1:40pm. School finishes at 3:10pm.

SCHOOL UNIFORM
Our School has a uniform and Governing Council asks all students to wear it as it promotes a sense of belonging, pride, self-worth and discipline.
The Uniform shop is located in our admin. building. We have a ‘no hat, play in the shade’ policy for terms 1 and 4 only. Hats must be school broad brim or school legionnaires. We also have a school bucket hat for Year 6 and 7 students. A separate price list is included in the Information Pack.
The Year 7’s have a special windcheater, with individual names, and a special polo shirt. These are ordered at the end of Year 6 and are available when students commence school in the new year.

STUDENT FREE DAYS/SCHOOL CLOSURE
Governing Council has authority to provide 2 half-day closures for events of local or State significance. These are usually combined to form one full day as a show day in September. Staff are entitled to have 4 full days for Professional Development activities (i.e. where students are not here, but staff are on duty). If there are enough students the Out of School Hours Care program may operate on the 2 pupil free days 7:15 am – 6:15 pm. The dates for these days will be published in the Newsletter.

STUDENT REPRESENTATIVE COUNCIL: (SRC)
Children from all classes are elected to this Council. SRC reports are made to staff and Governing Council as part of decision making and communication structures, as well as at class meetings. Representatives from the senior classes make up the SRC executive and a President and Vice President represent the school in monthly Mitcham Hills College meetings.

TRANSITION
Programs operate for students enrolling into our school from kindergartens and also for students moving into High School.

Visiting times for Kindy Transition: visits are usually held on Fridays
1st visit: 8.45 - 10.15 a.m.
2nd visit: 8.45 - 11.00 a.m. (with fruit break)
3rd visit: 8.45 - 11.30 a.m. (with fruit break and recess)

Finishing times for beginning receptions:
Beginning reception children usually start school on MONDAY of their first week. Whilst we recommend that they go home at 1.45 pm for that week, collection times can be negotiated with the class teacher.
Parents are welcome and encouraged to speak to their child’s teachers or the Principal/Assistant Principal on any issue. We would appreciate it if you could make an appointment.

**DIARY/COMMUNICATION BOOKS**
Diaries and/or communication books are used for communication between parents/caregivers and teachers.

**ABSENCES**
Please notify the front office if your child is going to be absent from school. If you collect your child early from school you need to “sign them out” via a special book in the front office and take a slip to the teacher releasing the student from class. Please complete an ‘application for exemption from school form’ (available from the front office) if your child will be absent from school for four weeks and over. The principal can authorize times of less than 4 weeks and the Director of Schools authorizes periods of time greater than 4 weeks.

**ASSEMBLIES**
Assemblies are held on **Mondays** at 8:45 am in the hall. These are for administration purposes and run by SRC executive students. Parents are welcome to attend. Three assemblies per term are run by classes to show other students the work done in their class over previous weeks. These are held in weeks 3, 6 and 9. Parents welcome.

**PARENTS AND FRIENDS (P & F)**
The Parents & Friends is an organisation of parents interested in providing much needed support for our school in various ways. They aim to develop and maintain an interest in the welfare of children at the school; to work in co-operation with the teachers; and to assist in providing equipment through fund-raising activities. Meetings are held each month and parents are welcome to attend. It is a much loved and valued tradition for the P & F to award each Year 7 with a book commemorating their graduation. These books are presented at Celebration night.

**PARENT/TEACHER/STUDENT THREE WAY CONFERENCES**
Conferences will occur formally in Term 1 and as required throughout the year. Information will be given in newsletters.

**GOVERNING COUNCIL**
Governing Council works in partnership with staff. It determines overarching policy and encourages and fosters participation and works with all school community members.

**STAFF MEETINGS**
Tuesdays 3:30 – 5:00 pm. Parents are asked to see staff members at an alternative time.

**REPORTING TO PARENTS ABOUT STUDENT PROGRESS**
At Coro we report to parents regularly about their child’s progress.

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<thead>
<tr>
<th>Term</th>
<th>Report Type</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>acquaintance night / three way conference</td>
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<tr>
<td>Term 2</td>
<td>written report</td>
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<tr>
<td>Term 3</td>
<td>optional interviews</td>
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<tr>
<td>Term 4</td>
<td>written report</td>
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Parents are encouraged and welcome to discuss their child’s progress at any time. An appointment is appreciated.
EXTRA CURRICULAR ACTIVITIES...

INSTRUMENTAL MUSIC TUITION
Instrumental music tuition is available at our school from qualified providers on a user pays basis. Commencement opportunities are detailed in the Newsletter. Instruments available are strings, clarinet, trumpet, flute, recorder, guitar and keyboard, drums and piano. Depending on the instrument children generally commence lessons in Yr. 2/3. However some instruments can be learnt in Yr. 1. Check with the music teacher.

JUNIOR SPORTS POLICY
This school has developed a Sports Policy which is in line with the DECD Junior Sports Policy. Your child can be involved in competitive sport when they have had relevant Skills Clinic experience in Year 2 otherwise Year 3. The policy covers all participant and spectator codes of behaviour, administrative aspects including coaching, supervision, safety and transport. Governing Council has a Sports Subcommittee to which enquiries can be directed. School newsletters will keep parents informed about Sports procedures.

SCHOOL SPORTS TEAMS
Students can play cricket, netball, soccer, Australian Rules football and basketball for the school. We are also involved in athletics, cross country, orienteering and swimming. Students in upper years are invited to try out for SAPSASA in a variety of sports.

COACHING CLINICS
Many coaching clinics are organised throughout the year for your children R-7. Notification of this occurs via a note home.

SWIMMING LESSONS/FUN DAY
Swimming classes conducted by qualified instructors are held in the first term. Year 6 and 7 take part in an aquatics program at Port Noarlunga, years 3-5 participate in lessons at Marion pool and year R-2 students participate in lessons at Westminster pool. A swimming fun day is held each year on the last day of school for year 3-7 students.

CHOIR
Students in year 5, 6 and 7 have the opportunity to be part of our school choir who perform at assemblies and then as a part of the Festival of Music.

PEDAL PRIX
Interested Year 7 students design and make their own human powered vehicle (hpv) which they pedal in the 24-hour event at Murray Bridge in September.

JUMP ROPE
Year 5-7 students can be part of our Jump Rope for Heart teams. The year 6/7 team is a demonstration team. They visit other schools and perform at special events.

DANCE
A dance program is provided for Year 3-7 students. There is a cost for these lessons as a private instructor is engaged. A major dance production is performed at the end of the year.

R-2 students have a 5 week program with a dance instructor culminating in a performance for parents.
SPECIAL EVENTS...

CELEBRATION NIGHT AND YEAR 7 PRESENTATIONS
Celebration Night for all school families is held at the end of each school year. Families are invited to place a gift under the Christmas tree as a donation to a charitable organisation.

SPORTS DAY
Sports Day is an excellent opportunity to watch your child/ren participate in races, athletics and tabloid events.

BOOK WEEK AND GRANDPARENTS’ DAY
During Book Week we have a book character dress-up parade and if possible, a visiting author. Generally this parade is held on Grandparents’ Day. Grandparents and older friends are invited to visit our school for a morning in term 3. Class visits and morning tea are included.

YEAR 7 GRADUATION
Year 7’s celebrate their time at school with a Graduation ceremony. They are also presented with a special book at Celebration Night. These books are donated by the Parents and Friends.

BLACKWOOD CHRISTMAS PAGEANT
A great community event with some of our school joining the rest of the Blackwood community for the Christmas Pageant.
Coromandel Valley Primary School is an International Baccalaureate World School. We offer learning programmes in both the Primary Years Programme (reception to year 5) and the Middle Years Programme (Year 6 and 7). Both of these programmes of International education are designed to help students develop knowledge, understanding, attitudes and skills, through inquiry, to participate actively and responsibly in a changing world.

**THE LEARNER PROFILE**

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The learner profile is a set of personal qualities that all learners strive to develop in themselves. The community of learners, including students and adults at Coromandel Valley Primary School strive to be:

- **Inquirers, Thinkers, Communicators and Risk Takers so that we can be Knowledgeable, Principled, Caring, Open Minded, Balanced and Reflective.**

**PYP PROGRAMME**

**Inquiry**

The PYP curriculum is taught through guided inquiry. The Inquiry process moves students from their current level of understanding to a new and deeper level of understanding through both teacher and student initiated questions. This can mean exploring, wondering and questioning, making predictions and acting purposefully to see what happens, taking and defending a position and solving problems in a variety of ways. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. Students engage in six units of Inquiry each year. These units cover each of the transdisciplinary themes:

- **Sharing the planet**
- **Who we are**
- **Where we are in place and time**
- **How we express ourselves**
- **How the world works**
- **How we organise ourselves**

At the conclusion of each unit of inquiry, staff and children evaluate and celebrate their learning. Curriculum taught at each year level is outlined in a Programme of Inquiry which builds on prior learning and provides continuity of learning in the primary school. The curriculum framework consists of five essential elements:

- **Concepts**
- **Knowledge**
- **Skills**
- **Attitude**
- **Action**

Each unit of Inquiry has global significance and is supported and balanced by the subject areas:

- **Language** – English which includes speaking, listening, reading and viewing. Handwriting and spelling are elements of writing and Grammar is an element of speaking and writing. Jolly Phonics is taught at Coromandel Valley Primary School. Emphasis is placed in learning and using the 42 sounds that form the basis of the English Language. **Japanese** is taught at our school. Students develop the skills to communicate effectively and appropriately.
- **Social Studies** – Learning in this area includes human systems and economic activities, social organisation and culture, change through time, human and natural environments and resources and the environment. We have a strong emphasis on the Environment at our school.
- **Mathematics** – this is the area of learning where students develop logical reasoning and the ability to analyse and solve mathematical problems including data, measurement, shape and space, pattern and function, and number.
- **The Arts** – this is the area of learning where students are actively involved in Drama, Music and Visual Arts. **Music** is a specialist subject at our school where students are involved in performing,
singing, learning about instruments, creating and composing, notation, listening and appreciation, and music in society.

- **Science** — Students are involved in learning about living things, earth and space, materials and matter, and forces and energy.
- **Personal, social and physical education** — Through this area of learning students develop understandings of self concept, health and safety, interaction with others, organisation for learning, body control and spatial awareness, athletic activities, games, movement and challenge.
- **Technology** — Through learning in technology students generate practical solutions and apply their knowledge, experience and available resources to act on their ideas. They also consider the impact of their designs on people and the environment as well as using a range of materials and tools to make things.

**MYP PROGRAMME**

The International Baccalaureate Middle Years Programme is designed for students aged 11-16. At Coromandel Valley Primary School our Yr 6 students are in Yr 1 of the programme and our Yr 7 students are in Yr 2 of the programme. The programme reinforces that learning how to learn and how to evaluate information is as important as learning facts. The Middle Years programme has three fundamental concepts which support and strengthen all areas of the curriculum.

- **Intercultural awareness**
- **Communication**
- **Holistic learning**

**Areas of Interaction**

In addition to the fundamental concepts the Middle Years Programme develops connections between disciplines through the areas of interaction. They form part of the framework for student inquiry and take investigative learning further than subject boundaries, encouraging a deeper level of understanding.

- **Approaches to learning** helps students develop an awareness of how they learn best, of thought processes and learning strategies.
- **Community and service** starts in the classroom and extends beyond it requiring students to participate in the community in which they live.
- **Human ingenuity** allows students to explore the processes and products of human creativity, as well as the consequences.
- **Environments** allow students to examine global issues, considering the resources we have and need, and challenges them to take action to help the environment.
- **Health and social education** deals with physical, social and emotional health and intelligence, key aspects of development leading to complete and healthy lives.

The IB Middle Years Program has eight areas of study:

- **Language A – English**
- **Language B – Japanese**
- **Technology**
- **Humanities**
- **Physical Education**
- **Science**
- **Arts**
- **Mathematics**

Each subject area has clear objectives for every level of the program and established criteria used by teachers and students to assess student learning. Interdisciplinary units, examining several subject areas are developed around a concept stemming from an Area of Interaction. This enables students to see links between disciplines. These areas of study align closely to the South Australian Curriculum standards and Accountability framework (SACSA) and Australian National Curriculum. Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the changing world.
INFORMATION FOR VOLUNTEERS

Thank you for taking the time to read this information. Your participation in the work of the school is greatly appreciated. We want to ensure that your involvement will be a safe and fulfilling experience for all concerned. Do not hesitate to speak with the Principal or Deputy if you require further information.

We aim to provide a positive and safe learning experience for all our students and thank you for assisting us to meet our aim by working as a volunteer in our School. We provide the following information to assist you in your work and to ensure that we exercise our responsibility for the protection and safety of you and our students. Our Education Department requires us to provide you with the following information which explains your rights and legal responsibilities as a volunteer worker at our school.

STUDENT BEHAVIOUR
You will be treated with respect and courtesy at all times. If students behave inappropriately, a simple reminder about the correct behaviour should be enough. If the child persists in behaving inappropriately please send them back to the teacher with an explanation.

RECORD KEEPING – SIGNING IN
The school’s administrative staff need to know who is in the school at any one time, especially in cases of emergency. Most volunteers will be required to sign in at the front office and sign out on departure.

PARKING
Parking is available for you in the front car park. However, please see the Principal if for some reason this is not appropriate for you and we can negotiate parking downstairs.

PRIVACY AND CONFIDENTIALITY
Strict provisions under the Privacy Act prohibit the release of information for a purpose not intended when the information was collected. Any personal information about students, staff and volunteers that you become aware of during your volunteer work must not be shared, unless it relates to mandatory notification requirements. This includes names, addresses, telephone numbers, circumstances or situations of any nature. Please refrain from making any comments about the use of individual teaching methodologies or student behaviour management. Refer all requests for access to files and records to the supervising teacher.

CONVERSATIONS WITH STUDENTS
Remember that you are acting as a role model to our student(s) and topics of conversation should be appropriate for a school environment and for our students.

DRESS CODE
Please dress appropriately for a school environment ie clean, neat, casual dress.

BEING ALONE WITH A STUDENT
You should be within sight of a member of staff when working with an individual student. Never lock a door so that you are locked in with a student and preferably keep doors open. You will not be required to “mind” a class in the absence of a teacher.

TOILETS
Staff toilets are located in the main admin block. Also, the middle toilet opposite the SSO/First Aid Room door is designated for staff use. Please do not use toilets allocated for student use.
SEXUAL AND RACIST HARASSMENT AND BULLYING/GRIEVANCE OR CONCERN
Harassment and bullying consist of acts or behaviours which are directed against individuals or groups and which are experienced as insulting, offensive, demeaning, humiliating or intimidating. It can include belittling comments, ridicule, graffiti, name-calling, put down jokes, attacks on property, exclusion and physical violence.

At our school it is the responsibility of the Principal to investigate any reports of sexual or racial harassment or bullying. We also have staff who will maintain absolute confidentiality, listen sympathetically and explain the complaint procedures to you. The staff representatives to contact are our Chaplain, the Principal, and the Assistant Principals.

Under the Equal Opportunity Act (SA) 1984, it is unlawful to subject a student, a fellow employee or volunteer worker to sexual or racist harassment.

OCCUPATIONAL HEALTH SAFETY AND WELFARE
Our school is responsible for providing a safe working environment. You are asked to take reasonable responsibility for your own health and safety, and avoid the possibility of an accident or injury while you are at our school. Do not be involved in any activity which is likely to put you, a student or anyone else at risk. Please familiarise yourself with emergency procedures for evacuation etc. (evacuation procedures are posted on each door) and report all injuries and accidents occurring whilst at our school, to office staff as soon as possible.

HAZARDS
Please alert the Principal or Assistant Principals of any safety hazards you see in our School.

FIRST AID/ILLNESS
In the case of injury or illness to a child or yourself please contact the office and/or class teacher as soon as possible. Our senior first aid officer will apply first aid if necessary and contact parents. The first aid room is in the SSO room near the Technology Room.

NOTIFICATION OF CHILD ABUSE
Under the Children’s Protection Act, 1993, you are obliged by law to notify the Department for Families and Communities if you suspect that a child has been subjected to abuse. This is done by telephoning the 24 hour Child Abuse Report Line on 131 478. You are advised to discuss your suspicion with the Principal first. Your suspicions could relate to anyone with whom you come into contact as the perpetrator of the abuse, for example, a fellow volunteer, a staff member, a parent or another student.

The law does not require that you prove your suspicions, as that is the role of the Department for Families and Communities. Your identity as a notifier will remain confidential.

INSURANCE
The Volunteers Protection Act 2001 protects volunteers from personal civil liability for an act or omission done or made in good faith and without recklessness in the course of carrying out volunteer duties. Claims for out-of-pocket expenses arising from personal injury sustained by volunteers in schools are managed by the department in accordance with uniform public sector guidelines. Further information is available from the Principal or department’s Administrative Instructions and Guidelines.
CODE OF BEHAVIOUR

At Coromandel Valley Primary School we endeavour to provide a school climate that is safe, caring, success oriented and enables all students to maximise their leaning opportunities.

The responsibility for behaviour belongs to the student and his/her parents. The teacher’s role and the school’s role is to reinforce and develop appropriate choices of behaviour and respect for the rights of others.

Coromandel Valley Primary School has a whole school approach to effectively manage students’ behaviour. Consequences for appropriate and inappropriate behaviour have been established by negotiation between staff, students and the school community.

We believe that:

- All students have the right to learn and all teachers have the right to teach.
- Students are responsible for their own behaviour. Acceptable behaviour should be acknowledged and unacceptable behaviour challenged.
- Staff need to be consistent in their management of student behaviour.
- The partnership between parents, students and school staff is the basis for increasing the successful educational outcomes for all students. N.B. “School staff” includes SSO’s, TRT’s, OSHC and volunteer workers.
- To ensure that the RIGHTS of others are protected RESPONSIBILITIES need to be adopted as well.

STUDENT - TEACHER – PARENT RIGHTS

STUDENT’S RIGHTS:
- to be able to learn in a friendly, safe, encouraging and positive environment
- to have access to appropriate resources and facilities
- to be able to express their opinions appropriately
- to know what is acceptable behaviour and the consequences for unacceptable behaviour
- to be treated with respect and courtesy by other students, staff and parents.

TEACHER’S RIGHTS:
(the word “teacher” includes SSO’s, TRT’s, OSHC and volunteer workers)
- to be able to work in an environment conducive to achieving job satisfaction
- to have a support system from within the school and DECD
- to be involved in the decision making process
- to be treated with respect and courtesy by students, colleagues and parents.

PARENT’S RIGHTS:
- to have access to information on school philosophies and curriculum
- to participate in decision making through School Council and sub-committees
- to expect consistency towards Behaviour Management from all teachers
- to be treated with respect and courtesy by students, staff and other parents.
STUDENT - TEACHER – PARENT RESPONSIBILITIES

STUDENT’S RESPONSIBILITIES:
• to be aware of and be involved in negotiation and reviewing the school Code of Behaviour to develop essential agreements
• assist others in making responsible choices
• accept consequences for their own behaviour
• treat others and their opinions with respect and courtesy.

TEACHER’S RESPONSIBILITIES:
• establish their own class Code of Behaviour at the beginning of each year in consultation with students
• regularly review existing Code of Behaviour
• introduce Code of Behaviour to new students and parents
• be conversant with the practices stated in this policy
• establish a success-oriented classroom through developing an “Essential Agreement” incorporating the International Baccalaureate Learner Profile
• model acceptable behaviour.

PARENT’S RESPONSIBILITIES:
• encourage children to adhere to the Code of Behaviour and Essential Agreement
• support the practices and procedures involved in this policy
• model acceptable behaviour.

Classroom: A “Step System” is followed before a student reaches the next level (Level 1). Teachers may have in place variations on the Step System.
1. Reminder 3. Time Out 1
2. Warning 4. Time Out 2

Yard: A student who behaves inappropriately may be given a logical consequence, eg pick up papers for littering. If behaviour is deemed to be high level, eg fighting, spitting or stealing, the student may be asked to go to the Detention Room, the front office or referred to leadership.

Detention Room: A student will spend a timed 20 minutes in the Detention Room for high level yard offences. A student may be given extra sessions if the offence is considered to be more major.

Take Home: A student who has destabilised the normal running of a school may be placed on Take Home. Take Home is a way of stabilising both the student and the school. Parents or emergency contact is called to collect the student. A re-entry interview would need to take place between the staff member, parent and student with a clear contract negotiated.

Suspension: Students may be suspended “in-school” or “out of school”. In school suspension means that the student will have no contact with students while at school. Out of school suspension will be placed in the student’s file. He/she will not be permitted to enter the school grounds while on suspension unless invited by the Principal. A re-entry interview will need to take place between a staff member (usually the Principal or Assistant Principal), parent and student with a clear contract negotiated. Suspension is usually 1-2 days, but can be 5 continuous days prior to a re-entry meeting.

Exclusion: Exclusion from a school may be up to 1 term. While under exclusion a student is required to complete an alternative education program which may be at home or another school. If appropriate a re-entry process to the home school is negotiated with the student, staff member, parent, Principal and Interagency referral manager.
In our school, we are proud of our positive behaviour. We value ourselves and each other. We accept and enjoy difference. We try to understand others’ feelings and their point of view. Our school group constitutes all staff, volunteer helpers and students. We work as one group, with everyone in the group responsible to all others.

Good relationships between our teaching staff and students, and amongst the students themselves, help to promote a success-oriented, caring and safe school environment. This enables all students to maximise their learning opportunities.

We all have the right to feel safe all the time and all have the right to have our feelings, our person, and our belongings respected.

If you are being teased, harassed or treated unfairly by someone, **you do not have to put up with it.**

The grievance procedures are here to help you, but you may need to make a judgement about how serious the situation is. **If you are frightened or in danger, go straight to a teacher.**

Make sure that none of your actions or words can in turn be interpreted as insults or threats.

**STUDENT / STUDENT PROCESS**

1. If you do not like what someone is saying or doing to you, tell them clearly to stop what they are doing.
2. If they still do not stop then threaten to tell a teacher.
3. If they still do not stop, tell the teacher and take a witness with you if there is one.
4. If you are still unhappy, see one of the Assistant Principals or the Principal.

If you believe that the Principal should know about the problem straight away then go to the Principal.

**STUDENT / TEACHER PROCESS**

1. At a mutually convenient time, meet with the teacher to discuss your concern.
   - You are still expected to complete any consequences that you have been given by the teacher.
2. If you are still not happy, make an appointment to see either the Assistant Principals or the Principal.

Harassment, racism and bullying are not tolerated in this school.
PARENT GRIEVANCE PROCEDURES

1. All personal matters such as concerns regarding student, parent or staff relationship should be raised directly with the school through the class teacher or Principal/Assistant Principal in a confidential manner.

2. (a) General school matters may also be brought to an individual staff member’s or Governing Councillor’s attention.
(b) The issue would then be discussed at the appropriate forums, e.g. staff meeting, Governing Council and/or S.R.C.

3. It is reasonable to expect that school staff and parents always treat each other with respect and good manners. If this is not the case, it is also reasonable for an apology to be forthcoming and accepted in good grace.

4. If you have a concern/issue/need to communicate - please follow the procedure below.

   Contact the teacher concerned via diary/communication book/telephone (at school) or personal contact and make a time convenient to both to discuss the issue. Please indicate the nature of your concern.

   If necessary, further action is discussed and agreed. Please let the teacher know if you are satisfied or not, preferably at the conclusion of the meeting or prior to any further contact with senior staff.

   If you are not satisfied, make an appointment with the Principal or Assistant Principal. A conference between senior staff, parents and the teacher is the preferred option. Suggested further action to be agreed on can include:

   - situation is monitored
   - further discussion
   - outside support - guidance, social worker, etc.

   If the situation has still not been resolved:

   1. Parent may contact Senior Staff again.
   2. Parent/School may contact our District Director of Schools at Inner South Office on 8416 7333.
ABOUT THE CHRISTIAN PASTORAL SUPPORT WORKER PROGRAM

- In South Australia the program is facilitated by the Schools Ministry Group (SMG). SMG was formed in 1991. SMG works closely with the Department of Education and Children’s Services (DECD) and the South Australian Heads of Churches (consisting of 11 Christian church denominations) to encourage the spiritual, social and emotional development of students.

- In 2009 there were 340 CPS Workers employed in South Australia’s Secondary, Primary and Community R-12 Schools. They are employed by 86 employing groups in SA.

- Alison’s employing group is the Mitcham Hills Inter-Church Council (MHICC) utilising funding from the local churches, the Federal Government National School Chaplaincy Program and our School.

- SMG’s vision is “Helping a young Generation discover purpose, value and hope.”

WHAT IS A CPSW? AND WHAT IS MY ROLE AT COROMANDEL VALLEY PRIMARY SCHOOL?

A Christian Pastoral Support Worker (CPSW) can be described as someone who provides a care package to the school. We are to act as support, referral and resource to staff, students and their families.

A CPSW has two main roles:
- To support the school in its aim to be a safe and supportive learning environment; and
- To link families to community resources and services

In my role I will:
- Work in co-operation with staff and the school community to develop services, programs and strategies to support students;
- Be available to students and parents as a listener, supporter and carer;
- Provide resources and referrals for families at the school, for teachers and other staff;
- Be a Christian presence in the school. Offer Christian resources and information if requested.

HOW TO CONTACT ALISON

Who?
Children, Parents, Carers or Staff may initiate contact with me.

When?
I am available at Coromandel Valley Primary School on
Monday 9am – 5pm
Wednesday 9am – 5pm
Friday fortnights 9am – 5pm
How?
- By phone at School - 8278 3693
- By leaving a message at the Front Office
- Via your child’s Teacher
- By filling out a Contact Card (attached to my Contact Boxes in the front office or outside my office), or your own note, and placing it into the Contact Box.

Where?
- In person in the yard before, during and after school
- In my office in the Junior Primary (adjacent the Gill Gallery)

WHAT HAPPENS WHEN YOU CONTACT ALISON

- I’ll get back to you as soon as I can
- All contacts are confidential
- **All contact is voluntary** - there is no obligation to make or continue contact
- All contacts with children occur in consultation with the child’s teacher (the teacher retains Duty-of-Care of your child)
- Child-initiated contact, in the first instance, may occur without a consent form—however ongoing interactions will require a consent form from parents
- There is no Christian/Religious content unless requested
COROMANDEL VALLEY PRIMARY SCHOOL IS A NUT AWARE SCHOOL*

Nut-Free Policy

The school has chosen to become a “Nut Aware” school. There are a growing number of schools in Adelaide and many others in the State that are “Nut Free Schools”.

This policy was implemented because there are students at our school who have severe peanut/nut allergies. These students cannot be exposed to nuts in ANY form, as this will trigger an anaphylactic reaction – that is a reaction requiring an immediate injection of adrenalin, ambulance attendance and hospitalisation.

This has very serious consequences for our school and in the students’ best interests we made the unanimous decision to ban all peanut/nuts and food containing nuts within the school. The Canteen has also undertaken the change.

Parents and caregivers are requested NOT to send food to school that contains nuts. This includes peanut paste, nutella, all nuts and cooking oil containing peanut oil, as well as food containing nuts.

*This school acknowledges that due to food processing practices, it is impractical to eliminate nuts or nut products entirely from an environment where there is food. Thus “Nut Aware” School.
UNIFORM POLICY

RATIONALE

At Coromandel Valley Primary School we believe that it is important for our families to comply with our uniform policy because it:

• engenders pride in our School.
• encourages equity, i.e. discourages competition re clothing.
• is inexpensive, attractive and practical.

Children will comply with our uniform policy if they wear clothing which is in school colours, is non offensive, safe and practical.

SCHOOL COLOURS

Our school colours are navy and sky blue.

UNIFORM SHOP

Most uniform items are sold at our shop. The following are not acceptable: Singlet tops, crop tops, thongs, earrings (studs/ sleepers are acceptable), clothing with offensive slogans.

SUN SMART CLOTHING

Throughout the school year all children are required to wear a school broad brim hat or legionnaires cap during recess and lunch. Older children may wear a school bucket hat. Children who do not have a hat will be required to sit in shaded areas.

NAMING CLOTHING

Please ensure that your child’s name is on all items. All lost property is put in the lost property box outside the Resource Centre. At the end of each term the lost property box is cleared and all items are given to charity.

EXEMPTION

The Principal may exempt students from complying with the school dress code upon written request from a parent/caregiver. Exemption may be granted on the following grounds:

• Religious
• Cultural or ethnic
• New students (time to purchase, wear new uniform)
• Itinerant student
• Financial hardship
• Genuine medical or family sickness reasons

YEAR 7 COMMEMORATIVE TOP

At the end of the year current Year 6’s may place orders for a Year 7 school top. The top will have the school name, Year 7 children’s names and the year printed on it.
OUT OF SCHOOL HOURS CARE

GENERAL INFORMATION

The OSHC and Vac Care program is located in the hall at the bottom of the driveway. We accept children from 5-14 years of age. OSHC is managed by the OSHC advisory committee, a subcommittee of Coromandel Valley Primary School Governing Council, and all families are welcome to become involved. Please see OSHC staff if you are interested.

ENROLMENT

All children using the centre must be enrolled. Forms are available at OSHC and the front office. It is the parents’ responsibility to inform the Director of any changes to this information and to re-register their child each year. Information contained on these forms is strictly confidential.

BOOKINGS

Parents can book in or change arrangements by ringing OSHC on 0408 824 686 or visiting during operational hours. Messages can also be left with the front office on 8278 3693. Regular users are asked to confirm their booking every term.

SCALE OF FEE (2013)

<table>
<thead>
<tr>
<th>Service</th>
<th>Time</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Before school care</td>
<td>7:15 – 8:30</td>
<td>$11.00</td>
</tr>
<tr>
<td>After school care</td>
<td>3:10 – 6:15</td>
<td>$20.00</td>
</tr>
<tr>
<td>Vac Care/Pupil Free</td>
<td>7:15 - 6:15</td>
<td>$50 home based / $57 excursion</td>
</tr>
<tr>
<td>Annual Registration Fee (per family)</td>
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<td>$20</td>
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PAYMENT OF FEES

Payment of fees is to be paid weekly. The preferred methods of payment are via direct debit and EFT. Accounts are processed and emailed each Monday.

OSHC HOURS

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<tr>
<th>Service</th>
<th>Time</th>
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<tbody>
<tr>
<td>Morning Care</td>
<td>7:15am - 8:30am</td>
</tr>
<tr>
<td>Afternoon Care</td>
<td>3:10pm - 6:15pm</td>
</tr>
<tr>
<td>Vacation Care</td>
<td>7:15am - 6:15pm</td>
</tr>
<tr>
<td>School Closure</td>
<td>7:15am - 6:15pm</td>
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DROP OFF AND COLLECTION OF CHILDREN

When dropping off or collecting children, parents must come in and fill out the roll sheet. This is done by initialing the day and time that the child has been dropped off or picked up. Any other arrangements must be made with the Director.
CANCELLATIONS

Cancellations received before 6pm the day prior to a booked session will incur NO FEE. Cancellations received after this time will be charged as an absence incurring the full rate less CCB if applicable. Absences due to illness, if a doctor’s certificate is submitted promptly, will not incur a fee.

LATE FEES

If a child is not picked up by 6:15pm, the parent will be charged $10 per child per 10 minutes until they are picked up. If a child is not collected at 6:15pm, attempts will be made to contact the parents. Emergency contacts will be called. If no contact can be made, the child will be handed over to Crisis Care 13 16 11 who will organize foster care until the parents can be located. If you know you will be late, please contact the service.

CHILD CARE BENEFIT

Child care benefit is available by phoning 13 61 50. The family assistance office will help you estimate your income and calculate your CCB percentage. Please ensure that they have your child registered for our service. We require the CRN and date of birth of the enrolling parent, along with the CRN and date of birth of each child being enrolled.

SNACK AND NUTRITION

A nutritionally balanced snack is provided each afternoon at approximately 3:20pm, which includes a fruit and vegetable platter, and a platter of sandwiches. Afternoon snack incorporates the cooking activity for the day. Children must bring their own recess and lunch on School Closure or Vacation Care days. Due to health needs in our local community, we do not allow any nuts or nut products to be brought to or consumed at our service. Please inform staff of any dietary needs of your child. OSHC also has a range of nutritional and health information available to families.

STAFFING

OSHC and Vac Care follows the legislated child/staff ratio shown below.

1:15 children while at the service
1:8 while outside the service on excursions
1:5 while in water

FOR FURTHER INFORMATION

Director: Janita Bentley
Mobile: 0408 824 686
Email: coro.oshc517@schools.sa.edu.au
The Resource Centre (Library) is an integral part of our whole school and is a friendly and welcoming place. The Centre provides a collection of resources both print and non-print which support the curriculum. It provides for leisure activities and caters for students with special needs.

**COLLECTION**

The Resource Centre’s collection includes:
- Picture books
- Fiction
- Non-fiction
- Reference books e.g. atlases, dictionaries, encyclopaedias

**BORROWING**

Books can be borrowed for a fortnight. Reference collection items can not be borrowed. Primary students can borrow up to 6 items per fortnight. Junior Primary students can borrow up to 3 items per fortnight.

Holiday borrowing:
Children may borrow for the holidays except Christmas.

Regular checks for overdue items will be conducted and overdue notices sent home. Payment for lost or damaged items will be requested.

If Parents wish to borrow from the Resource Centre collection they are welcome to join the library.

**HOURS OF OPENING**

The Resource Centre is open before school from 8:30 am, at lunch time and after school until 3:30 pm (except Tuesdays). Parents/guardians are welcome to seek the advice of Library staff anytime they are available.

**RESOURCE CENTRE ESSENTIAL AGREEMENT**

It is expected that all people using the Resource Centre will use common sense and consider the needs of other users by:

- Talking quietly
- Walking
- Caring for resources – books, furniture, computers, displays
- Returning books to the correct shelves with spine labels showing (trolley if doubtful)
- Not eating or drinking
- Using your own card/marker for borrowing
- Leaving the Resource Centre tidy
- Behaving sensibly
- Caring for others