

## P R E F A C E

The intention of this Parent Information Folder is to familiarize you with the many different aspects of your child's school.

We hope that you will use it as a reference whenever the need arises. If you need clarification on any matters, please don't hesitate to contact the school on (08) 8676 2388.

Email: [dl.0754\\_info@schools.sa.edu.au](mailto:dl.0754_info@schools.sa.edu.au).

One of the best ways to help your child's education is to be interested in, and involved within the school.

Early in the year, opportunities will be provided to familiarize parents with classroom procedures and ways in which they can participate in the educational programme. Parents are encouraged to visit classrooms.

Parents can also be involved by attending the formal committee meetings, by helping in the Classrooms, Canteen or Library, by becoming involved in excursions and camps or by becoming a helper in classrooms.

You are free to choose the level of participation you prefer. Please remember that your support is greatly appreciated and helps to ensure the best possible learning environment for our students.

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## PARENT INFORMATION BOOKLET

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#### APPENDIX

Grievance Procedures

Students Behaviour Management Summary

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## AMBULANCE SERVICE

If a student is injured at school or during a school activity (including school approved sporting events) and the supervising teacher warrants the student's condition is sufficiently serious to require an ambulance, an ambulance MUST be called.

### In the event of an ambulance being called parents who do NOT have cover with

- the SA St. Johns Ambulance Service
- any private Health Insurer
- any other insurer

may claim for ambulance service charges. The appropriate claim forms can be obtained from the school.

## ASSEMBLIES

Formal seated assemblies are held for Upper Primary to Year 12 students each term. Each assembly is organised and run by SRC year level students in consultation with the co-ordinator. Junior Primary hold a combined assembly every week and primary classes have an assembly two or three times each term. The aim of assemblies is to officially recognise group or individual student achievement in academic, behavioural, sporting or cultural fields. Items of entertainment by, or information for students may also be included.

## BANK

*Wednesday* Bendigo Bank collect school bank deposits.

Students should bring deposit slips and money enclosed to class teachers, these are then collected by bank personnel.

On enrolment, new students will receive a form to open a school bank account, if required, from Bendigo Bank.

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## BELL TIMES

|                               |                            |
|-------------------------------|----------------------------|
| Class Period / Administration | 8.45 am – 8.55 am          |
| Lesson 1                      | 8.55 am – 9.35 pm          |
| Lesson 2                      | 9.35 am – 10. 15 am        |
| Lesson 3                      | 10.15 am – 10.55 am        |
| <i>Recess</i>                 | <i>10.55 am – 11.15 am</i> |
| Lesson 4                      | 11.15 am – 11.55 pm        |
| Lesson 5                      | 11.55 am – 12.35 pm        |
| Lesson 6                      | 12.35 pm – 1.15 pm         |
| <i>Lunch</i>                  | <i>1.15 pm – 2.00 pm</i>   |
| Lesson 7                      | 2.00 pm – 3.40 pm          |
| Lesson 8                      | 2.40 pm – 3.20 pm          |

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## **BICYCLES**

Students' bicycles must be left in the bicycle racks on the far side of the bus bay. Bicycles are not to be ridden in the school grounds. Bicycle racks are out of bounds to all students other than the owners of the bikes when arriving at or leaving from school

## **BOOK AWARDS - SECONDARY**

For students in Years 8 to 12 there are a number of awards given at the end of Year Assembly. At each year level, book awards are presented for Academic Merit and Academic Effort over all subjects studied by the students in that year level. Subject Achievement is recognised by a Certificate of Merit to a student who meets a criteria of achievement for that subject.

Books are donated by members of the Community, either as businesses, groups or individuals.

All awards are based on a high level of excellence being reached.

## **BOOKROOM**

Open for cash sales at recess time four days per week (except Thursday). Students may purchase stationery requirements for school purposes.

Computer Printing Credits can also be purchased at the book room and will be credited to student's accounts the same day.

## **BUSES**

The school has an Education Department fleet of 5 buses and there are 4 additional buses which are privately contracted by Ridsdale Trading Company and EP Bus services.

### **Passengers**

Where there is room on a bus the following are eligible to be passengers:-

- (1) Students who may wish to travel on a bus other than their normal bus, or those who do not normally travel by bus. (24 hours notice before travel requested required)
- (2) Teachers and members of the Ancillary Staff.
- (3) Children from the Preschool.

It is necessary in all cases to negotiate any such travel with the Driver and the bus officer in cases of (1) and (2) and with the Principal in Number (3).

### **Changes to routine bus travel / Bus Book**

It is the responsibility of the student to notify the driver if there is any change from the normal travel to and from school each day. Parents need to contact the bus driver 24 hours before travel if they wish to make alternative arrangements for travel on a different bus or for students who do not usually travel on a bus. It is particularly important to let the drivers know if the children have been collected from the school and will not be on the bus that afternoon.

### **Carriage of Goods**

No parcel, goods, luggage (other than hand luggage), newspapers or mail shall be carried in the passenger seating space of any bus. (Small articles that fit in school bags is permitted). The aisles of buses must be kept clear at all times.

### **Bus Timetable**

A Bus Timetable showing morning pickup and afternoon put down times at each stop is prepared at the start of each year and circulated to all parents whose children use a bus. Changes may occur from time to time. Unless there are particular circumstances, times for departure of buses will be fixed and regular. A Timetable of any bus may be obtained from the front office. Am times are the time the bus will depart from the stop so students need to be ready before this time to board.

### **Requests for alteration of bus routes**

All requests for alteration to bus routes will be considered by the school bus committee. The committee may recommend changes to DECS who have final say on changes, to any bus route.

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## **Travelling Allowance**

Parents who drive their children further than 5 km to catch a school bus may apply for a travel allowance. Application forms are available at the School.

## **Bus Rules**

The safety and welfare of the children is the responsibility of the school from the time the children get on the School Bus to when they get off in the afternoon. This responsibility is delegated to the Bus Drivers. To assist all parents, students and drivers to work together for the safety and well-being of our children, rules have been developed in line with school rules. These are distributed to parents at the beginning of the year and are displayed in the buses.

### **In the event of breaches of these rules, the following procedure will be followed :-**

- A. DRIVER handles problem
- B. If problem persists, reported to Bus Officer
- C. If further problem, Parent will be contacted, an interview involving Principal, Bus Officer, Parent and Student will occur
- D. Suspension from bus travel for a period of time.

## **CANTEEN**

The Canteen is open daily at recess and lunchtimes. Students are able to purchase a variety of foods at these times, and are encouraged to place lunch orders in the mornings. R-7 classes have lunch baskets, baskets and orders are then left at the Front Office for collection by Canteen Manageress. Years 8-12 students present their bags and money to the canteen at recess time.

The Canteen is operated by a Manager who is supported by rostered parents and a committee consisting of staff, parents and students.

## **PRE SCHOOL / PLAY GROUP**

The Pre School operates 2 days each week catering for 4 year old children in a pre-school setting, aiming to involve parents in their child's learning. The development of physical skills, social and communication skills, initiative, independence, responsibility and creativity are important aspects of the programme. Close ties are maintained with the school and the transition programme from the Pre School to Junior Primary enables a smooth start to school. Children are able to attend afternoon sessions, morning or full day sessions depending on their needs. Pre-school children may travel to and from the Centre by school bus if seating is available.

## **Playgroup**

Playgroup is open to all children under 4 years. There is playgroup for 2 hours each Friday morning 10.00-12.00. Playgroup is organised by parents in conjunction with staff of the Pre School. Children must be accompanied by a Parent or Caregiver.

Regular monthly meetings open to all parents are held with guest speakers discussing topics of interest to parents and for fundraising organisation and administrative purposes. A booklet giving detailed information about the Centre is available from the Pre School. Phone 8676 2272.

## **COMMUNICATION**

Communication between Parents and the School is of the utmost importance. We encourage Parents to contact the School if they have any problems or issues they wish to clarify or discuss. Staff will always be available to meet with Parents. Come and visit our school. Do not wait until things go wrong before you do so.

### ***Ways of Communication***

Parent Grievance Procedure guidelines gives an indication of ensuring that concerns are known by the school and can be followed up. (See appendix 1)

## **School Newsletter**

The School produces a Newsletter each week and distributes it via the youngest child in the family each Tuesday.

Community Notices are included in the Newsletter at a small cost and must be lodged by Monday 12 noon prior to the Tuesday.

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## Term Planner

A Term Planner including the major events of the Term is published at the start of each term. Space is available to include information as it becomes available.

## CUMMINS SCHOOL/COMMUNITY LIBRARY

As a Community Library linked to the Public Library service of South Australia, there is a wide variety of resources available for loan to both children and adults. We can also call on items from other libraries within our State.

**Membership** - All borrowers must be members and this costs nothing - it is free.

### HOURS OF OPENING

|   | DURING TERM        | DURING HOLIDAYS                  |
|---|--------------------|----------------------------------|
| MONDAY                                    | 9.00am - 4.00pm    | CLOSED                           |
| TUESDAY                                   | 9.00am - 6.00pm    | 9.00am -1.30pm : 2.30pm - 6.00pm |
| WEDNESDAY                                 | 9.00am - 5.00pm    | 12.30pm -5.00pm                  |
| THURSDAY                                  | 9.00am - 6.00pm    | 9.00am -1.30pm : 2.30pm - 6.00pm |
| FRIDAY                                    | 9.00am - 5.00pm    | 9.00am -1.30pm : 2.30pm - 5.00pm |
| SATURDAY                                  | 10.00am -12.00noon | 10.00am -12.00noon               |
| SUNDAY & PUBLIC HOLIDAYS - CLOSED ALL DAY |                    |                                  |

### What is in the Collection?

**Non-fiction books** covering a wide range of subjects.

**Fiction books** representing a variety of authors and interests in paperback and hard cover.

**Large print books** in both fiction and non-fiction.

**Reference books:** encyclopaedia, dictionaries, atlases etc. for immediate use in the library.

**Magazines** to satisfy a wide interest range.

**CDs & cassettes:** symphony to rock music, and some spoken word.

**Videos:** large range of Community Health and general videos.

**Information Place** includes local information and collections.

Book loans are for four weeks, CDs, cassettes, videos & magazines are for two weeks.

Extensions are available on request.

### Services provided

Computing facilities for word processing, scanning, printing and FREE Internet access.

Photocopying facilities.

Help with reference queries.

Inter-library loans for materials not held at Cummins.

South Australian Video & Film Collection.

Hear-a-book collection which may be requested by visually-impaired people.

Outreach services such as visits to Miroma Place, the hospital and patron's homes as requested.

Study facilities and information provision.

Coffin Bay Depot.

Equipment hire (conditions apply).

The Library provides you with the opportunity of sharing authors, music and recreational pastime with your children. As a parent user of the service, you can in turn set an example for your children and encourage them into good habits of reading for recreation and information.

## DENTAL CLINIC

The School Dental Service provides general dental care to pre-school, primary and high school children up to the age of 18 years. A clinic is located at Port Lincoln Hospital and enrolment forms can be obtained from the clinic staff. All parents are notified by letter prior to any treatment performed, and the School Dentist is available for consultation upon appointment.

Parents are welcome and encouraged to attend the clinic at any stage to discuss the dental health status or treatment of their child with the staff, and to attend when their child is having treatment.

## DRUGS

**This school takes a serious view of drug possession and abuse and attempt to counter the possession and abuse of any drug by students**

1. Legal drugs such as alcohol, tobacco, and others
2. Illegal drugs

Student involvement with both legal and illegal drugs is prohibited

Involvement means:

1. the use of drugs
2. the possession of drugs
3. being present when one or more students are using drugs
4. distribution of drugs

This includes:

1. on school premises during school hours
2. at all formal school activities, eg socials, camps, sports, practises, excursions etc
3. on school buses
4. or at any other time when they may be identified as Cummins Area School students.

## ACTION WILL BE TAKEN

**Legal Drugs:** - A student will be counselled about his/her involvement and asked to undertake not to be involved again. Parents will be notified and the student will be suspended, and/or will lose privileges for period of time

**Illegal Drugs:** Parents will be notified. Department Policy directs us to contact the police who have an established procedure to follow. The student will also be suspended from school.

## FINANCE OFFICE.

The Finance Office is open during school hours to accept any monies payable from both students and parents.

## FINANCIAL ASSISTANCE

The Education Department meets part of the cost of all books and materials used by students attending school. However, in special circumstances, additional assistance may be available through one or more of the following:-

1. Isolated Children's Allowance
2. Aboriginal student's Allowance - Commonwealth
3. School Card Scheme
4. Travelling Allowance
5. Austudy Scheme
6. Austudy/Abstudy Student Homeless Rate

As information on these allowances vary, parents requiring further information are requested to contact CentreLink

## ILLNESS OR INJURIES AT SCHOOL

Children with minor ailments often rest in the sick room. However, if your child is ill, hurt or distressed, we will telephone parents and advise that he/she should be taken home. Injuries that do occur at school are usually minor, and simple first aid is administered. Injuries that need medical attention will be referred to the local

Hospital/doctor and parents will be notified.

## IMMUNISATION

The South Australian Health Commission recommends Immunization to give protection for your family.

For more information on immunization visit the department of Human Service Public Health SA Website [www.health.sa.gov.au/pehs](http://www.health.sa.gov.au/pehs). or Phone 8226 7177 or contact the District Council of Lower Eyre Peninsula.

The local health services in conjunction with school administer some immunisation programs at the school.

## EXCLUSION OF CHILDREN WITH INFECTIOUS DISEASES

### General

Children who are ill with an infection disease must not be allowed to attend school. The following guidelines have been drawn up on the basis that children who have been unwell will not return to school until they have fully recovered. The only exception of this rule is that children with certain skin diseases may return once appropriate treatment has commenced.

### Exclusion arrangements

The following table lists the recommended minimum exclusion periods from schools of of infectious disease cases and their contacts. This list is not inclusive.

| CONDITION                                  | CASES   | CONTACTS  |
|--|---|---|
| Bronchitis                                 | Exclude until the person has been given appropriate treatment and feels well                                      | Not excluded  |
| Chickenpox and Shingles                    | Exclude until all lesions have crusted, there are no moist sores and the person feels well                        | Not excluded  |
| Conjunctivitis                             | Exclude during the acute stage of the infection   | Not excluded  |
| Giardiasis                                 | Exclude until diarrhoea has ceased  | Not excluded  |
| Glandular Fever (Mononucleosis)            | Exclusion is not necessary  | Not excluded  |
| Hand, Foot and Mouth Disease               | Exclude until all blisters have dried   | Not excluded  |
| Head Lice (Pediculosis)                    | Excluded until day after appropriate treatment has commenced  | Not excluded  |
| Hepatitis A (Infectious Hepatitis)         | Exclude for one week after the onset of jaundice or illness   | Not excluded  |
| Hepatitis B & C                            | Exclusion is not necessary  | Not excluded  |
| Influenza                                  | Exclude until the person feels well   | Not excluded  |
| Measles                                    | Exclude from unimmunised persons for at least four days after the onset of the rash                               | Immunised contacts not excluded. Non immunised contacts should be excluded for 14 days from the first day of appearance of rash in the last case of measles reported. If non-immunised contacts are vaccinated within 72 hrs of the contact with the index case they may return to school |
| Meningococcal Infection                    | Exclude until well  | Not excluded  |
| Mumps                                      | Exclude for nine days or until swelling goes down (whichever is sooner)   | Not excluded  |
| Ringworm/Tinea                             | Exclude until the day after appropriate treatment has commenced   | Not excluded  |
| Ross River Virus (Epidemic Polyarthrities) | Exclusion is not necessary  | Not excluded  |
| Rubella (German Measles)                   | Exclude until fully recovered or for at least 4 days after onset of rash  | Not excluded  |
| Salmonella Infection                       | Exclude until diarrhoea has ceased  | Not excluded  |
| Scabies                                    | Exclude until the day after appropriate treatment has commenced   | Not excluded  |
| School Sores (Impetigo)                    | Exclude until appropriate treatment has commenced. Any sore on exposed surfaces should be covered with a dressing | Not excluded  |
| Viral Gastroenteritis (Viral Diarrhoea)    | Exclude until diarrhoea ceases  | Not excluded  |
| Whooping Cough (Pertussis)                 | Exclude for five days after starting antibiotic treatment   | Exclude unimmunised household contact contacts aged less than seven years from school for 14 days, or until they have been on antibiotic treatment for at least   |



|  |  |  |
|--|--|--|
|  |  | five days of a minimum 14 day course of antibiotics. |
|--|--|--|

## **INSTRUMENTAL MUSIC**

This programme is available in two different ways :-

1. By providing arrangement between Parents and private Music Teachers.
2. Through the services of the Education Department Music Branch Brass and  
Woodwind Teachers. Students are normally admitted to the brass and woodwind programme in Year 6, subject to an aptitude test. Continuation in the programme is dependent upon satisfactory performance and attitude.  
Regular and conscientious practice in the student's own time is vital to success in any instrumental music course.  
The School releases students from their normal programme to enable them to attend 1 lesson per week with the music teacher.

## **INTER-SCHOOL SPORT**

Interschool Sports Day is usually held on the Tuesday during the last week of Term 1. This athletics competition involves Cummins and six other area schools. A squad of students are selected on the basis of their personal performances at the school Sports Day, and then trained for the Interschool Sports Competition. Training occurs at lunch times.

Interschool Sports challenges in the areas of Rugby, Basketball, Football, Netball, and a variety of other sports are organised throughout the year. Selection is generally through an expression and availability of transport.

## **LEARNING ASSISTANCE PROGRAMME**

LAP offers parents and community members a unique opportunity to work with one student on a one-to-one basis for one or two sessions each week.

All activities and individual programmes are planned in consultation with teaching staff, and teachers welcome the opportunity to work with volunteers. Working with individual children can encourage the development of their self esteem which is an integral part of learning and in achieving success.

Volunteers include parents, grandparents, retired community members and other interested people. Volunteers need to be genuinely interested in children, able to communicate effectively, have time, be prepared to make a commitment to the programme, and respect the significance of confidentiality. Should you require additional information about LAP or are interested in becoming a LAP volunteer please contact the school.

## **LOST PROPERTY**

Labelled clothing / items, makes return of lost articles to the Students easier.

All articles are placed in the "Lost Property Basket" at the Front Office. Enquiries for Lost Property can be made at the Front Office. You are free to go through clothes to find any lost articles. If not collected within a reasonable time, they are sent to the Op Shop for sale.

## **MAGAZINE**

Each year staff and students are involved in putting together a school magazine which is distributed in December. The magazine is available in the last week of school and can be ordered when advertised in the school newsletter. It includes reports on school events during the year and class photos. All children are encouraged to contribute articles and drawings.

## **MATURE AGE STUDENTS**

Mature age students are able to enrol in 1 or more subjects at Year 12 level to study subjects examined, by the Senior Secondary Assessment Board of South Australia (SSABSA) and offered as part of the Year 12 Curriculum at Cummins.

Mature age students are able to gain status for Year 11 of the South Australian Certificate of Education (S.A.C.E.) and study at the Year 12 level for this certificate.

## OPEN ACCESS COLLEGE

The Open Access College caters for students in isolated locations and who are unable to attend a school, or students who attend a school but because of low student numbers cannot study the course of their choice.

The range of subjects offered by the college is very extensive, and any student wishing to study via Open Access, needs to discuss the possibilities with the Assistant Principal.

A fee is charged by the college for materials, and is approximately \$80 for a full year course, although this may vary depending on the cost of consumables for the course.

Communication from the Open Access Teacher is via the telephone, on a regular D.U.C.T. call, usually once per week.

Open Access courses are excellent for students have an independent and mature approach to study.

## PARENT/COMMUNITY PARTICIPATION POLICY

1. It is the policy of Cummins Area School that Parents are actively encouraged and supported in all aspects of their involvement in their child's education.
2. Decision making related to their child's education.
3. Their participation in school activities.

The parents and teachers of Cummins Area School believe that the quality of our children's education is enhanced by the partnership between all members of the school community.

### Involvement and participation are defined thus :-

**Involvement** refers to the contribution which parents make to the life and business of a school without necessarily being part of the decision making process.

**Participation** refers to parents sharing in the making of decisions about school aims, policies and programs with staff and students. It may be through membership of the school governing council, sub-committees on finance, curriculum or assessment and reporting, or in preparing submissions on issues of special interest.

### We believe

- (1) In an open and friendly environment where parents feel welcome and valued.
- (2) In effective communication between all members of the school community.
- (3) That the school programme is enriched by parent participation and involvement.
- (4) That parents have the right and responsibility to contribute to and share in decision making processes which will affect their child.
- (5) That parents have a responsibility to be correctly informed on educational issues affecting their child.
- (6) That parents have a responsibility to foster a positive attitude to their children towards schools and learning.

## Resource people for Parents

Should any parent wish to express a point of view, make a suggestion, ask a question, receive an answer or become more closely involved in the education of their child, there are in place a variety of contact points.

### Contact people include the -

|                               |           |                                      |
|-------------------------------|-----------|--------------------------------------|
| Principal                     |           | School Governing Council Chairperson |
| Assistant Principal           | Primary   | School Councillors                   |
| Assistant Principal           | Secondary | Parent Network Contact Person        |
| Leadership Team               |           |                                      |
| Staff Members                 |           |                                      |
| Pre School Director           |           |                                      |
| Pre School Staff              |           |                                      |
| School Service Officers (SSO) |           |                                      |

## PARENT NETWORK

The Governing School Council executive are available for parents.. Please contact the Chairperson of the Governing Council for more information.

### The network can be used to:-

- Ask parents' opinions in a personal way on school matters, whether it is something new or feedback on existing policies.
- Parents may discuss issues or seek the support of their contact person to liaise between them and the school when they feel reluctant to approach the school.
- Promote the activities of the school.

This Network allows for a more personal approach with people, encourages and promotes trust and confidentiality and ensures peoples' feelings, as well as ideas are considered in developing and managing our school.

### **Other commonly used forms of communication with Parents:-**

- Student Diaries
- Class Newsletter
- Telephone contact
- Parent Meetings
- Letters and Notices
- Facebook
- Text Messaging through MGM

## **PARENT ORGANISATIONS**

A variety of Parent Meetings are held during the year to give out information, discuss issues and seek parent opinions.

### **School Governing Council**

Meetings 4<sup>th</sup> Tuesday of each month during Term Time at 8.00 p.m.

The function of the School Governing Council is to have an over-view of the school and to provide an advisory and support service to the school and to act as a liaison between the school and its community to ensure that the school is able to operate in a manner which best serves the needs of the children of the community. School Governing Council Members need to be aware of the needs and wishes of parents if they are to be able to fulfil their roles effectively. They, therefore, rely heavily on communication from parents. Parents can, and should, regard school governing council members as people with whom they can discuss matters relating to the operation of the school.

### **Pre School Committee**

Meeting 2<sup>nd</sup> Tuesday of each month during term time at 8.00 p.m.

**Annual General Meetings** - of these bodies are held in February of each year and the dates, times and venues are advertised prior to those meetings. It is at these meetings that the School Governing Council members are elected.

Any variation to the ordinary meeting schedule is printed in the School Newsletter which is distributed at weekly intervals.

### **Reading Encouragement and Development Time**

READ Time is conducted as a strategy to promote the love of reading and improve the reading skills of our students. For students' reading skills to improve they need to be practising reading at least three time per week.

All students are expected to engage in reading activities around a novel (or appropriate for the students' age and reading ability). We know from research that reading fiction is a supportive factor in developing resilience and positive mental health.

## **R.E. SEMINARS**

Religious Education Seminars are held once a term for both secondary and primary students. Parents may decide to abstain from sending their child/children to the seminar by indication on the General Purpose consent form signed at the beginning of each year. Seminars are run by representatives from the Anglican, Uniting Church, Lutheran and Catholic denominations.

## **SAPSASA**

(South Aust. Primary School Amateur Sports Association)

S.A.P.S.A.S.A. is open to all primary students in years 6 & 7. (Swimming and Athletics include children aged 10 - 13) who have skills in various sporting codes. Teams are chosen to represent Lower Eyre Peninsula with most teams playing against visiting Adelaide teams and later travelling to Adelaide to compete against the other country areas. Parents of children chosen in a Lower Eyre Peninsula team should be aware of the fact that they are responsible for the cost of the trip to Adelaide for their child to compete.

## **AUSTRALIAN SCHOOL BASED APPRENTICESHIPS**

New Apprenticeships have been introduced as a major change to the Vocational Education and Training System across Australia. For schools it is the first time that students are able to study for their Senior Certificate (the SACE) and at the same time commence and / or complete a nationally recognised training qualification as paid employees. Further information can be obtained from the Job Pathways Coordinator.

### **Christian Pastoral Support Worker (CPSW)**

The CPSW is a service of care available to students who wish to access it. Ways in which the CPSW achieves this is by; organising RE, fun lunchtime activities, bands, one on one support, being a friend, encouraging staff and being a resource person for them.

The CPSW's primary clients are students; however the CPSW is available to families and the wider community.

The CPSW program is funded by the Federal Government, the CPSW is employed by the Schools Ministry Group and they can be contacted on 83786800.

## **SOCIALS**

The S.R.C. organises socials for the student body. Invitations may be extended for students of neighbouring schools to attend these socials provided that there are accompanying teachers. The students are supervised by staff within the confines of the building at which the social is held, so as to ensure a high standard of behaviour.

## **SPECIAL ACTIVITIES**

During the school year, the school sponsors a number of special activities which are designed either to enrich the experience of the students at the school or to provide services to the community or to provide information and opportunity for involvement of parents.

They include - camps, excursions, field studies and tours, work experience programmes, sports day, visits by performing artists, charity days, music and drama productions, swimming carnivals and aquatic days and Parent/Teacher nights.

## **STARTING SCHOOL**

Children are not required to begin formal schooling until they are 6, but may enter at Reception level around the age of 5. A transition programme operates between the Preschool and the reception class during the term prior to beginning school and enables children and parents to become familiar with school routines and their future classroom and teacher.

Children turning 5 before May 1<sup>st</sup> start school at the beginning of Term 1 of that year. Children turning 5 after May 1<sup>st</sup> start school at the beginning of Term 1 of the following year.

## **STUDENT REPRESENTATIVE COUNCIL**

The role of the SRC is to act as a link between students and staff to produce a supportive learning environment. The SRC also organise recreational activities which benefit the student body as well as supporting national charity fundraisers.

### **R – 7 SRC**

Students elect a male and female representative from each class who attend weekly meetings to discuss and act upon issues and projects that affect them.

### **7 - 12 SRC**

Year 7-12 SRC are elected by their peers for the year. One female and one male student from each year level 7 to 12 are elected at the beginning of the school year. A President, Secretary and Treasurer are then elected from within the representative group.

## **SWIMMING / AQUATICS PROGRAMME - R-7**

Term time swimming classes are usually held for R-7 students for 2 weeks at the beginning and end of each school year. Lessons are held at the Cummins and District War Memorial Pool.

The lessons vary in length from 20 to 30 minutes, depending on the age of the children.

The students are charged by the Cummins Swimming Pool Committee on a sessional basis, unless the student's family holds a season ticket. In this instance the child is not charged. Students not holding a season ticket may pay for swimming lessons together with their school fees. The money collected is passed on to the pool.

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Term time swimming is part of the R-7 P.E. curriculum and so all children are encouraged to participate. Exception is made for children upon medical advice.

The Secondary swimming/aquatics and recreation swimming programme is an integral part of their P.E. Programme and as such the students attend the pool during their double P.E. lesson at the normal programmed time. Year 7 students attend a week long Aquatics Camp in Term 4 each year at the Coffin Bay Aquatic Centre. In years 9-11 the students are taught more advanced swimming strokes and engage in some Royal Life Saving Work. A heavy emphasis is placed on teaching the students to use the water safely as a form of recreation.

## **TECHNOLOGY STUDIES SAFETY**

Because of the sharp and heavy equipment in Technology Studies students who work in this area are required to wear strong covered shoes (no sandals) to protect their feet. Long hair may also be required to be tied back when using machines.

Aprons are available for students to wear as well as other specialist protective equipment, including safety glasses and ear muffs. These are to be worn for specific operations.

## **TELEPHONE**

Students wishing to make phone calls must ask front office staff (not available for private calls).

In cases of **emergency** parents can have messages passed onto students by the school phone. Parents will understand that this is very time consuming. Please use this service with discretion. The school telephone number is 8676 2388.

## **UNIFORM**

All parents are asked to ensure that their children have the designated uniform. Please insist that the children wear the uniform to school on all occasions except those occasions when students are advised by the school that alternative dress is permitted or necessary. This request does not apply to pre-school children enrolled in the Child Parent Centre. Please ensure that all clothing is clearly labelled.

## **Protective Clothing**

Students involved in potentially 'dirty' activities, for example in Technology Studies, Agricultural Studies, are encouraged to wear suitable covering to protect their school uniforms from damage or soiling. Solid shoes or boots must be worn for all practical subjects.

## **Clothing for P.E.**

Students are encouraged to wear clothing and footwear appropriate to the Physical Education activity which is being offered at any particular time for their class. The Uniform Committee recommends that students change into sports uniform for P.E. lessons for health reasons.

For Interschool Sports Events, tops are to be hired from the Book room for a cost of \$2-00.

## **Footwear**

The Uniform Committee recommends students wear leather shoes, elastic side boots, leather sandals, and follow the recommendations as above in "Protective Clothing".

**'THONGS and Backless Shoes / Sandals'** are **not acceptable** school wear under any circumstances because of safety factors.

| <u>BOYS:</u>  | <u>GIRLS:</u>   |
|---|---|
| <p><b><u>Summer Uniform</u></b><br/>           Grey shorts<br/>           School polo shirt<br/>           Grey or white socks<br/>           Maroon school windcheater<br/>           Leather shoes or sandals are encouraged<br/>           (Thongs and beach sandals are <u>not</u> acceptable footwear because of health and safety issues)</p> <p>Hats - Maroon Slouch Hat<br/>           Year 8—12 students may choose their own hat</p> <p><b><u>Winter Uniform</u></b><br/>           Grey school trousers<br/>           School Polo Shirt<br/>           CAS school jumper<br/>           Grey or white socks<br/>           Leather shoes are encouraged</p> <p><b><u>Sports Uniform</u></b><br/>           When representing the school students will be provided with sports shirts or uniforms. Appropriate coloured shorts will be required.</p> | <p><b><u>Summer Uniform</u></b><br/>           Summer school tunic<br/>           School polo shirt<br/>           Grey school shorts or skorts<br/>           Maroon school windcheater<br/>           White Socks<br/>           Leather shoes or sandals are encouraged<br/>           (Thongs and beach sandals are <u>not</u> acceptable footwear because of health &amp; safety issues.)</p> <p>Hats - Maroon slouch hat.<br/>           Year 8—12 students may choose their own hat</p> <p><b><u>Winter Uniform</u></b><br/>           School Polo Shirt<br/>           Grey or maroon tights or white socks<br/>           Tartan skirt or grey skirt<br/>           Grey track pants<br/>           CAS school jumper<br/>           Leather shoes are encouraged</p> <p><b><u>Sports Uniform</u></b><br/>           When representing the school students will be provided with sports shirts or uniforms. Appropriate coloured shorts may be required.</p> |

### **Suppliers of CAS Uniforms**

Uniforms are ordered online at [www.sportscentre.com.au](http://www.sportscentre.com.au)

|  |   |
|--|---|
| <p><a href="http://www.sportscentre.com.au">www.sportscentre.com.au</a></p> <ul style="list-style-type: none"> <li>• Summer school tunic</li> <li>• Boys and girls polo shirts</li> <li>• CAS school jump</li> <li>• grey track pants</li> <li>• Grey shorts, skorts &amp; trousers</li> </ul> <p><b><i>Cummins Op Shop (next to the newsagency)</i></b></p> <ul style="list-style-type: none"> <li>• Second hand school uniforms</li> </ul> | <p><b><i>CAS Bookroom</i></b></p> <ul style="list-style-type: none"> <li>• CAS hats</li> <li>Maroon slouch hats \$10.00</li> <li>CAS bags, backpacks</li> <li>42Litres backpacks \$60.00</li> <li>23Litres backpacks \$42.00</li> </ul> <p>New Monogrammed Maroon<br/>Library Bags \$8.00</p> <ul style="list-style-type: none"> <li>• CAS school jumper \$55.00<br/>(order through school)</li> <li>• CAS Polo shirt \$30.00<br/>(order through the school)</li> </ul> |
|--|---|

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## **VET COURSES**

Vocational Education modules link with national courses in TAFE. They may be embedded in SACE subjects (Year 11 and 12) with other work, or they may be “stand-alone” modules which can gain credit towards a SACE unit based on accumulating 50 hours of training. Training may involve work in school (off-the-job) or in a real workplace environment (on-the-job).

The TAFE modules may be taught by a trained teacher within the school, or an accredited teacher from TAFE or another school may run the course, eg “Welding and Thermal Cutting” or “Shearing School”.

The courses support the student in gaining valuable background to lead into further TAFE study, or employment in an apprenticeship or a traineeship in Industry.

Information is available from the Student Pathways Career Coordinator.

## **WORK EXPERIENCE**

Work Experience is part of the Year 10 and Year 11 curriculum. Its aim is to give students an opportunity to experience what it is like in an adult working environment outside of school and to understand the responsibilities involved.

Students are given the opportunity to select the type of preferred work experience, and the Jobs Pathways coordinator will support the student in finding a placement to match. An agreement form is signed as a contract between the employer, the student, parent, and the Principal of the school.

Senior school students, including Year 12 students, are able to arrange work experience placements outside of school term commitments, and can ask for Work Experience forms from the Job Pathways Coordinator.

## **YEAR 7/8 TRANSITION**

During the year, all Year 7 students from Cummins Area School participate in a weekly transition programme, with students being able to experience specialised subjects for blocks of up to 10 weeks.

Year 7 students from feeder schools intending to undertake Year 8 in the following year are encouraged to attend one day a term in Year 7 as it provides an excellent transition to the school. This includes a lesson for all subjects students will be studying at secondary level.

In term 4 parents are invited to attend a meeting/discussion on the Year 8 curriculum.

## **CUMMINS AREA SCHOOL**

### **PARENT GRIEVANCE PROCEDURE**

Good relationships between our school and its community give our children a greater chance of success.

It is only natural that from time to time, parents will have concerns about what happens at school.

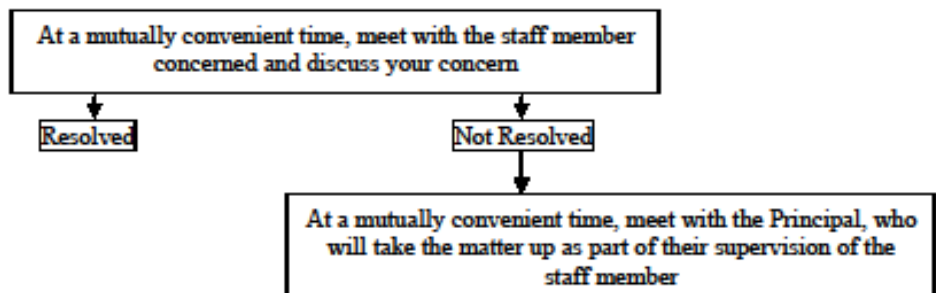
When this happens we need to know the most effective way to have our concerns heard and acted upon.

Under Education Department guidelines, parent bodies such as the Governing Council and its sub committees must be directed by their chairpersons not to discuss the performance of individual school staff.

Concerns may be taken up in the following ways;

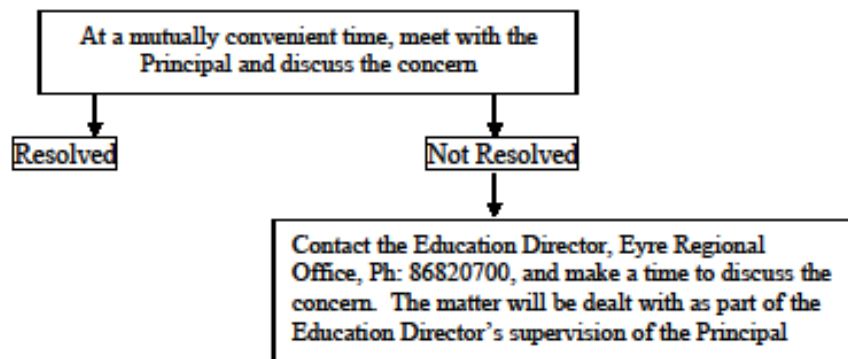
#### **TEACHER AND SCHOOL SERVICE OFFICERS (SSO'S)**

##### **Parent Concern**



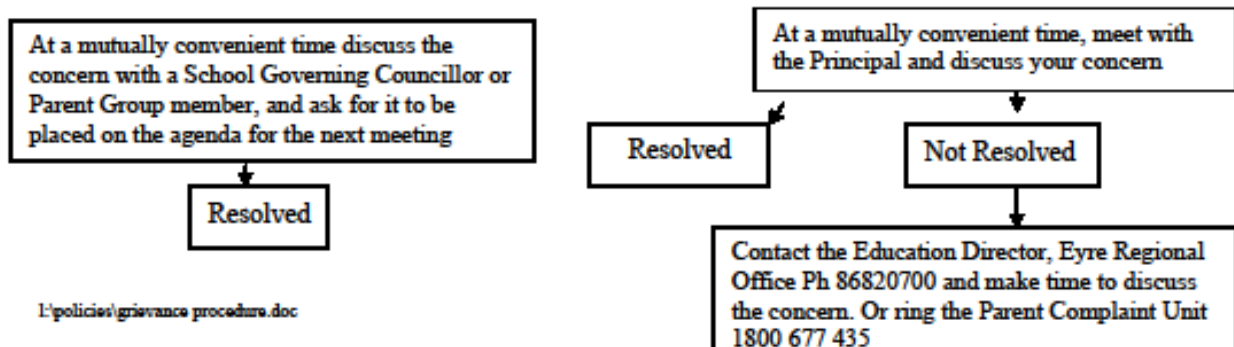
#### **PRINCIPAL PERFORMANCE**

##### **Parent Concern**



#### **SCHOOL POLICY**

##### **Parent Concern**





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## STUDENT BEHAVIOUR DEVELOPMENT AND MANAGEMENT SUMMARY

Reviewed and approved SRC, Governing Council and staff - 2012

### PURPOSE

This document is designed as an abridged working version of the Student Behaviour Development and Management policy of the school. It should be read in conjunction with the entire policy booklet but is designed to provide the parents and students with a overview of how the school manages inappropriate behaviour.

### Rights and Responsibilities

At Cummins Area School we believe that:-

- \* everybody has the right to feel safe all of the time
- \* everybody has the right to learn
- \* everybody is responsible for their own behaviour

Our School rules are based on these beliefs and reflect the responsibility all members of the school community have in maintaining these rights. Specifically, students are responsible for;

- \* helping to maintain a safe environment that is free from violence, harassment, drugs, and actions that are damaging or hurtful to others
- \* upholding the right of all students to learn and teachers to teach
- \* developing an understanding of, and following responsible social behaviour

Students are encouraged to be accountable for their own behaviour and encouraged to see that disruptive behaviour will result in logically related consequences. Consequences should be linked to helping students to learn more appropriate behaviours in the future.

We are a Rural Care - 12 school and while the rules are the same for all members of our school community it is expected that some variation of language and consequences will be evident in individual classrooms, this reflecting the age/maturity level of that group of students.

### School Code of Conduct

1. **Movement:** We move without disturbing either people or equipment.
2. **Communication:** We talk and listen in a way that respects other's rights.
3. **Treatment:** We treat all people and property with fairness and respect.
4. **Safety:** We work and play responsibly to ensure a safe environment.
5. **Problem Solving:** If we have a problem with another person we talk it over quietly. If we are unable to resolve the problem ourselves, we will seek help from an adult.
6. **Learning:** We respect the rights of students to learn and for teachers to teach.

A range of possible consequences that assist students in making better choices in the future for breaches of these rules are negotiated with each class at the beginning of each year, semester or whenever appropriate.

These rules form the basis for the procedures that follow which outline appropriate student behaviour development and management strategies.

### Preventative Actions for Teachers

These are actions that teachers can take that anticipate and minimise inappropriate behaviour and the disruption to teaching and learning that results. These sorts of behaviour are minimised where;

- ◆ the rights and responsibilities are clearly known, understood and consistently supported by all
- ◆ the rules and consequences are clearly known, understood, and consistently followed by all

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Actions include;

- ◆ developing a safe, success oriented learning environment
- ◆ ensuring that all students are aware of and understand the rules and negotiated consequences
- ◆ teaching and modelling appropriate/responsible behaviour
- ◆ knowing the students, as a class group and as individuals

### **Corrective Actions for Teachers**

These actions can be taken when students behave inappropriately and disruption to the teaching and learning is occurring. The actions should aim to signal to the student that the behaviour is inappropriate and help them to choose more appropriate behaviour. The actions should progress from least intrusive to most intrusive and to make clear the possible consequences of continuing to choose behaviour that does not support learning.

The following table of some corrective actions is a useful guide. The most appropriate action (and follow up actions from least intrusive to most intrusive) will be selected according to the level of behaviour exhibited.

### **CORRECTIVE ACTIONS**

|                               |   |
|-------------------------------|---|
| <b>Tactical ignoring</b>      | The purpose is to reinforce on-task behaviour. Teacher gives no direct eye contact for off-task behaviour.  |
| <b>Positive reinforcement</b> | Pick up on-task behaviour and acknowledge it.   |
| <b>Simple direction</b>       | Use respectful language accompanied by please and thank you. Keep directions simple.  |
| <b>Question and feedback</b>  | Break into a disruption cycle with a question. Start with WHAT not WHY.   |
| <b>Rule Reminders</b>         | Simply re-state the rule. Don't get caught up in a discussion   |
| <b>Blocking</b>               | State a direction repetitively.   |
| <b>Simple Choices</b>         | Give a choice that puts the responsibility back onto the student  |
| <b>Isolation from peers</b>   | When a student continues to be disruptive, give a choice to work quietly or to move away from the group within the room   |
| <b>SIBeR Card</b>             | Explain to the student that if their behaviour continues you will need to record their behaviour.   |
| <b>Removal from class</b>     | When faced with aggressive, dangerous, tantrum or any behaviour that continues to disrupt learning within the group, the teacher may need to remove a student from the class. |

### **The SIBeR CARD**

#### **What is the SIBeR card used for?**

The Student Inappropriate Behaviour Record card is used as a management tool to record and monitor incidents of inappropriate behaviour across all classes, within the yard and on the buses. It is designed as a tracking device for student behaviour and provides information for the School's Leadership Team.

#### **Who can issue a SIBeR Card?**

- ◆ any teacher or other staff supervising students
- ◆ SIBeR cards can be issued in any situation where students are under the supervision of staff, either in the class or in the yard or on the buses etc.

#### **Why is a SIBeR Card issued?**

- ◆ Staff issue SIBeR cards when the student has been given reminders or redirections but the behaviour has been repeated, or the behaviour is just not socially acceptable in the first instance. The student should be told that a SIBeR card will be filed for the incident or behaviour.

#### **What are the consequences?**

- ◆ The appropriate member of the leadership team will keep a log of SIBeR Cards. For this to be effective and consistent, the cards should be filled in as soon as possible after the behaviour incident.
- ◆ The card is a record of an inappropriate behaviour or incident, so no immediate action is taken by the coordinator as the teacher has already dealt with the incident.

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- ◆ The students' parents will be informed if the student demonstrates a consistent pattern of inappropriate behaviour or the behaviour is deemed to warrant immediate parent contact.

### **WITHDRAWAL**

#### **What is withdrawal from class used for?**

Withdrawal from class is used in the belief that at times;

- ◆ withdrawing students from the class allows others to work effectively
- ◆ allows the students to think about their behaviour choices and plan for more appropriate choices on return to class

#### **Who can withdraw a student from class?**

- ◆ Any teacher can withdraw a student from class; they can either place the student (by negotiation) into another teacher's class or send students directly to the appropriate member of the leadership team's office.
- ◆ Any member of the leadership team for repeated inappropriate behaviour choices.

#### **Why is the Withdrawal from class used?**

- ◆ When *the behaviour repeats* after the usual corrective strategies have been worked through within the lesson
- ◆ When *the behaviour is beyond* what would be covered by the normal corrective actions (and beyond the behaviour where a SIBeR Card would be sufficient) and the student's behaviour is affecting other students' rights to learn and the teachers right to teach, for example;
  - ◆ significantly inappropriate disruptive behaviour
  - ◆ verbal / physical harassment of other students / teacher
  - ◆ blatant disregard of a teacher's request or direction
  - ◆ inappropriate actions which could endanger the safety of students / teacher

#### **What are the consequences?**

- ◆ The student may spend the remainder of that lesson withdrawn from the class. The student must make arrangements to complete any work missed while withdrawn from the class. The referring teacher will record the incident via a SIBeR Card.
- ◆ The student and the referring teacher will complete a Withdrawal Letter to be signed by the parents/caregivers and returned to the referring teacher the next day

### **INTERNAL SUSPENSION**

#### **What is Internal Suspension used for?**

- ◆ to signal that a student's behaviour is not acceptable within the school community
- ◆ to provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning
- ◆ to protect the right of other members of the school community to learn and be safe

#### **What are the consequences?**

- ◆ The student's parents/caregivers will be contacted and the incident discussed
- ◆ The student is removed from all classes for at least one day to work in an alternate workspace with alternate recess and lunchtime.
- ◆ All work set must be completed.
- ◆ Re-entry to the class will be negotiated and a Student Developmental Plan may be established
- ◆ If the inappropriate behaviour continues students may lose the privilege of participating in extra curricula events for a period of time to be negotiated at the re-entry meeting

### **EXTERNAL SUSPENSION**

#### **What is External Suspension used for?**

- ◆ to signal to the community that a student's behaviour is not acceptable within the school community

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- ◆ to provide an opportunity for a student to make a plan to change his or her behaviour and improve his or her learning through a problem solving conference
  - ◆ to protect the right of other members of the school community to learn and be safe

**What are the consequences?**

- ◆ The student's parents/caregivers will be contacted and the incident discussed
- ◆ The student is removed from school for one to five days
- ◆ At a formal conference, re-entry to the school will be negotiated with the student, parents/caregivers and the principal and a Student Developmental Plan established
- ◆ The student may be removed from the Student Representative Council for the period of time to be determined at the re-entry meeting
- ◆ The student's participation in extra curricula activities may be reviewed depending on the nature of the reason for the suspension. This will be discussed at the re-entry meeting.
- ◆ The student's suspension will be made known to award panels and may be taken into consideration if it is considered appropriate according to the award criteria.
- ◆ the Department is informed that a suspension has occurred

**ILLEGAL ACTIVITY**

In the event that a student acts illegally whilst in their capacity as a Cummins Area School student (including but not confined to school-based social functions, school outings, sports activities, school trips), the school may use any of the supportive actions for staff outlined above and/or involve the Police.

**BUSES**

1. Bus rules and consequences are displayed at the front of all buses.
2. Drivers are encouraged to run through these with students at the beginning of the school year.
3. Minor problems are dealt with by the driver.
4. Major problems are handed by the Deputy Principal and Assistant Principal.

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5. Drivers are provided with a log book to record problems. These are passed in with the bus books fortnightly.
  6. A meeting is held each term with the drivers to discuss good practise in handling the students.
  7. Expectations of drivers and their responsibilities are clearly outlined in the Dept. guide to bus drivers.

### **BUS RULES**

Students Should:

- Be **Punctual** at pick-up points
- **Remain seated** while the bus is moving
- Retain the **Same Seat** daily
- Talk and Listen in a way that **Respects others Rights**
- Treat all people with **Fairness and Respect**
- Keep hands, arms etc, **Inside** the bus
- Keep feet **off** seats
- Take **Responsibility** for their own rubbish
- **Solve Problems** by talking them through **Calmly** and **Quietly**
- **Students must wear their seat belts at all times while travelling in the bus.**

### **BUS RULES - CONSEQUENCES**

I will be reminded of the rule

If I persist in breaking the rule

- I may be moved to a "Time Out" seat on the bus
- I may be asked for a verbal or written apology
- I may be given a task to do to help me remember the rule broken.  
(this will be in my own time)
- My Parent / Caregiver may be contacted
- I may be suspended from travelling on the bus