PARENT HANDBOOK
2015

A learning community encouraging achievement and embracing diversity
INTRODUCTION

Welcome to Rose Park Primary School.

We look forward to being an integral part of your child’s education and hope you enjoy being part of our school community.

The school is pleased to present a challenging and engaging International Baccalaureate Primary Years Programme supported by a caring and experienced staff. We encourage our students to participate in the broad scope of activity offered by the school and in particular become involved with the extensive music and sporting opportunities provided.

There are also many opportunities for you to become involved with your child’s learning and activities, and various parent groups that enhance the life of the school. Children learn best when parents and school work together, so we invite your active participation.

We hope your child’s journey through the school will be productive, active and enjoyable for all.

This booklet contains information about how the school operates, and background to some of the programmes. It has been developed by parents and staff using feedback provided by the school community.

We hope you find this a useful reference and welcome any suggestions or comments.

Brett Darcy
Principal
1. STATEMENT OF PURPOSE

Rose Park Primary School is a community of committed students, parents and staff within a supportive, dynamic and responsible learning environment in which student learning potential and wellbeing is enhanced.

2. SCHOOL VISION AND VALUES

Vision Statement

A learning community encouraging achievement and embracing diversity

Values

<table>
<thead>
<tr>
<th>CARING</th>
<th>RESPECT</th>
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<tr>
<td>Caring is:</td>
<td>Respect is:</td>
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<tr>
<td>• Valuing all life and property</td>
<td>• Treating ourselves and others with consideration</td>
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<tr>
<td>• Giving love, attention and respect to yourself</td>
<td>• Listening to others</td>
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<tr>
<td>and others</td>
<td>• Appreciating others points of view</td>
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<td>• Being concerned and helpful</td>
<td>• Looking after our world</td>
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<td>• Looking after animals, the environment and</td>
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<td>belongings</td>
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<tr>
<th>HONESTY</th>
<th>COURAGE</th>
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<tr>
<td>Honesty is:</td>
<td>Courage is:</td>
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<tr>
<td>• Telling the truth even when it is difficult</td>
<td>• Challenging your learning</td>
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<tr>
<td>• Being responsible for your actions and</td>
<td>• Taking responsibility for your actions</td>
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<tr>
<td>accepting the consequences</td>
<td>• Taking risks and trying new things</td>
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<tr>
<td>• Doing what you say you will do</td>
<td>• Acting on what you know is right</td>
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Our vision and values were developed through a whole school consultation process. We endeavour to “live our vision and values” through our behaviours, relationships, practices and policies.

Learner Profile

The skills and attitudes of the learner profile are integral to vision and values of the school. We are endeavouring to develop global citizens who can think and act with an international mindedness and be ambassadors for their school and country. The learner profile is our framework from which we develop these skills and values.

The Learner profile

International Baccalaureate learners strive to be:

- **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
• **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

• **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

• **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

• **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

• **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

• **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

• **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

3. **A BRIEF HISTORY**

Rose Park School was opened on 30\textsuperscript{th} January 1893, when the Headmaster, Mr C. A. Wittber and 4 assistants had 294 pupils to teach between them.

The school and surrounding suburb are named after the Right Honourable Sir John Rose, who was chairman of the South Australia Company at the time the district was subdivided. The land was purchased for £800, and the original building constructed for £3,517 by Messrs. Mattison and Cleave.

The original building, currently the Western half of the main building, was intended to house up to 500 students. By the end of the first year, 591 students had enrolled, with class sizes in excess of 60 being common.

The Eastern wing of the main building was added in 1899. The Potts building was completed in 1923, and extensively altered and updated in 1977. It is named after a former student, Renfrey Potts, who was a leading SA mathematician.

Across Gurney Reserve, the old St. Theodore’s Church was purchased in 1924 for £925, and was opened as a woodwork centre the following year. In 1939/40, a kitchen, a laundry and an ironing room were added in the back of the building, enabling the “Domestic Arts Centre” to open in 1940. It lasted until 1961. Woodwork, and then art and craft survived there until the late 1960s. The building was then used variously for drama, creative dance and general indoor recreation.

The wooden “Temporary Buildings” on Grant Avenue were first erected in 1953, and have been demolished and rebuilt once since. The “Centenary Hall” was constructed in 1993.
Grassed play space has always been at a premium. Until the 1980s there was none! Since then the Gurney Reserve (owned by Burnside Council) and two blocks of land to the East of the school (bought by the Education Department) have become available.

Rose Park was a “Demonstration School” in the 1970s, allowing it to be one of the pioneers of team teaching in the State. In 1973 a two teacher mixed 6/7 class operated in the rear of the Church building. The classes moved to the main Church open space area in 1977.

Our school motto, “VINCIT QUI SE VINCIT”, means “He conquers all who conquers himself.”

4. CURRICULUM

The IB Primary Years Programme IBPYP

Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate® (IB) Primary Years Programme prepares students to be active participants in a lifelong journey of learning.

What is the Primary Years Programme?

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The written curriculum

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes.

These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to “step up” beyond the confines of learning within subject areas.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet
The taught curriculum

The six transdisciplinary themes help teachers to develop a programme of inquiries—in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

The assessed curriculum

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher’s feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skilful and better at understanding how to learn.

Quality assurance and professional development

Any school wishing to offer the Primary Years Programme and attain IB World School status must first go through the authorization process. The requirements for authorization are the same for all schools, even though the process is administered slightly differently in each IB region. The process is designed to ensure schools are well prepared to implement the programme successfully.

This is a challenging programme that demands the best from both motivated students and teachers. Schools can access an extensive package of IB professional development for teachers and administrators and commit to ongoing professional development. Teams from the organization visit IB World Schools from time to time in order to support an ongoing process of review and development, using standards and practices that apply to all IB World Schools.

What is inquiry?
The inquiry approach to learning and teaching supports contemporary learning theory. This approach is built upon the idea that students are actively involved in learning and continually reconstruct understandings in the light of experience. It encourages students to participate in active investigation, and to integrate, rather than separate knowledge, as they move from acquisition of facts to the development of deep understanding.

The planning process described as Integrated Inquiry by Kath Murdoch, is a model in which a sequence of activities and experiences is developed to build on and challenge student perceptions.

“This sequence is inquiry-based in that it begins with students’ prior knowledge and experience and moves through a deliberate process wherein that knowledge is extended, challenged and refined.”
Kath Murdoch, Classroom Connections, p5

In this model, teachers are encouraged to group activities and learning experiences under the following broad headings:
Tuning in, Finding out, Sorting out, Going further, Making conclusions, Taking action

When using this model it is crucial for the teacher to make deliberate links between planning and practice — that they use a wide range of strategies to help learners build the connections and develop understandings, skills and values.

In her book, Classroom Connections, Kath Murdoch highlights the need to use a diverse range of strategies that support active learning and which meet the diversity of student needs and learning styles. She describes a different set of strategies for each stage of the integrated inquiry-planning model.

An essential element of planning for Integrated Inquiry is planning for assessment. Murdoch highlights the need for the collection and analysis of information about students’ learning – both the what and the how they have learned. The central purpose of assessment in the Integrated Inquiry model is to improve student learning, and planning within the model is informed by assessment information. The data collected assists teachers to modify their plans and allows them to tailor their work to suit the needs of individuals and the group. Where possible, students are
involved in planning for assessment – in particular, in selecting responses to particular learning experiences and selecting and designing demonstrations of understanding.

Strengths of the model are:
• a focus on assessment of learning in context
• encouraging a variety of demonstrations of understanding, not just those relying on reading and writing
• a reminder that the learning experiences that students undertake are the context for assessment – teachers should be identifying and designing learning experiences that provide the data they require for assessment purposes, rather than designing separate learning and assessment tasks.

During 2010, the teaching staff at Rose Park Primary will continue to explore the use of inquiry in our teaching and integrate ideas from a range of contemporary inquiry models. Our introduction of the IBPYP and development of the R-7 Programme of inquiry will be a major aspect of our work and we invite the families of the school to be a part of this journey.

SACSA / ACARA
Until recently, all government schools in South Australia were using the South Australian Curriculum Standards and Accountability Framework (SACSA), which outlined the key ideas that students were expected to cover from Reception to Year 12 in all schools in South Australian. From 2012, schools right across Australia began using the National Curriculum as it is gradually released to replace the various State curriculums.

Rose Park Primary School now fully implements the National curriculum and delivers it through the use of the IBPYP as our methodology.

Through our delivery of the National curriculum, students are expected to develop skills in thinking and communicating, understanding relationships, understanding their own identity, and understanding a changing world and their own future. We design our programme for students to develop a global view of the world, and incorporate new information and new technologies.

At Rose Park Primary School Japanese and Music are taught by specialist teachers. Other subjects are taught by the class teachers, who take prime responsibility for monitoring the progress of the students.

At Rose Park Primary School, students benefit from the use of information technologies, with this technology being integrated across the curriculum. Students have access to computers in their classroom and wireless laptop computers that move from class to class. The school has interactive whiteboards in every classroom.

4.2 Specialist Curriculum
Japanese
Students learn Japanese for 90 minutes per week:
Reception to Year 2: 2 x 50 minute classes
Year 3 to Year 7: 1 x 100 minute class

Within a three year rotating program of learning themes, students:
• develop communication skills such as listening, speaking, reading and writing, via a wide range of authentic, "real life" activities;
• acquire cultural understanding and a greater awareness of diverse ways of thinking;
• learn about how language is constructed, and make comparisons across languages.

Marryatville High School and Norwood-Morialta High School also offer Japanese, providing an opportunity for many students to continue learning this language.

Music
Classroom
Music is valued at Rose Park as part of the education of the whole person. All students at Rose Park participate in classroom music activities both with a specialist teacher and through integrated sessions provided by their classroom teachers.
Specialist sessions are planned to include singing, listening, playing, moving and creative activities. The outcomes of these lessons are aimed at developing:
• An understanding of the skills, techniques and technology of music
• An understanding of the structures and forms of music
• Skill and confidence to create music
• An understanding of music in context of their own environment and that of the wider world
• An critical perspective on music in society
• An enjoyment of music as part of lifelong learning

The curriculum supports the South Australian Curriculum Standards and Accountability Framework and uses inquiry through PYP to support units of work.

**Instrumental Music tuition**
There are a limited number of lessons available at Rose Park through the Instrumental Music Service in a range of string, brass and woodwind instruments. These lessons are free of charge. Expressions of interest are invited at the end of each school year for the following year. A limited number of instruments are available for hire from the school.

**Private Instrumental Tuition**
Private tuition is currently available in flute, saxophone, clarinet, drums, guitar, violin and recorder. Information is available through the school office but this is a private agreement between parents and the tutor.

**Ensembles**
Concert Band, String Ensemble and Choir are available to all students who attend Rose Park and who have achieved the appropriate skills and level of development in their chosen instrument. These ensembles are conducted and supported by specialist teachers.

**Physical Education**
The Health and Physical Education curriculum incorporates health, physical education skills development, fitness and games skills. Skills clinics are periodically organised to introduce students to various sports.

Students attend swimming lessons as part of the PE curriculum each year. Reception – year 2 students have five 45 minute lessons designed to increase water confidence. Years 3-5 have five 90 minute lessons. The year 6 students learn aquatics at West Lakes and West Beach. Year 7 students participate in aquatics at Murray Bridge. Costs are determined by student numbers, transport, pool and equipment hire fees. Instructors are employed by the Department of Education and Children's Services.

**Resource Centre / Library – the i-Centre**
The i-centre is so named as we want information and inquiry to be the centre of our learning, and the building is strategically placed in the centre of our school. The i-Centre is open daily from 8.30am until 3.45pm for students and families to come and read or to borrow. All students borrow and return their own books, with parent volunteers putting Non Fiction Resources back onto the shelves and student library monitors putting away the Fiction titles.

Our Teacher Librarian works with each class on a rotational basis to help them learn how to use the various resources.

**4.3 Early Intervention**
The early identification of students with learning difficulties is a high priority in this school. Students needing support are identified using teacher observations and assessment, and data obtained from the School Entry Assessment, the State Literacy and Numeracy Test, and our school screening processes. All students new to school undertake a series of tests to ensure they are meeting the school’s designated benchmarks, and where students are below our required entry points, short term intensive support is provided. School Services Officers are engaged to support students under the supervision of our teaching staff.

**5. EVERYDAY INFORMATION**

**5.1 School times**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7.40- 8.40</td>
<td>Before school care available</td>
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<tr>
<td>8.40</td>
<td>Teacher commences yard duty – students are not supervised before 8.40, and should not be at school without a parent before then.</td>
</tr>
<tr>
<td>9.00</td>
<td>Classes commence</td>
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</tbody>
</table>
11.00 - 11.20  Recess  
12.50  Lunch – Eating time  
1.00 – 1.40  Lunch Play  
1.40  Classes commence  
3:20  Dismissal  
3:40  Teacher leaves duty - children not collected, are taken to the office.  
3:20-6:00  Out of school hours care

Please Note: Dismissal is at 2.30pm on the last day of each term.

5.2 Enrolment and the Transition process
The school has a single intake of students. Your child must turn 5 before 1 May to be eligible to enrol. Enrolment forms may be completed any time in the term prior to your child starting school.

We operate a “transition programme” in term 4 for students starting Reception the following year, with student and parent visits on 2 Friday mornings. Parents are invited to meet the principal and discuss school procedures at the first these visits.

5.3 Uniform
Rose Park Primary School has a school uniform incorporating attractive bright gold and blue colours, with a variety of tops, jumpers, shorts, pants and dresses available. The uniform shop is operated by JS fashions.

The wearing of uniform has strong community support. The school expects that uniform will be worn for any music performances and all excursions outside the school.

Uniform supplies are available from the Uniform Shop (situated next to the deli on Alexandra Ave) on Tuesdays 8.30am to 10am and Friday 3pm – 4.30pm. Price lists are available at the Front Office.

5.4 Zone of Right
Rose Park Primary School is a zoned school. That means only families living within the zone have the right to enrol students. Students living outside the zone may be admitted if places are available in their year levels, although this is very rare as the school is at capacity. Parents enrolling children are required to provide proof of residence.

The zone comprises the area bounded by Fullarton Road, Greenhill Road, Portrush Road, Kensington Road, George Street, William Street, Little Angas Street and Dequetteville Terrace. Please refer to the school’s enrolment policy.

5.5 Consent Forms
Each year parents are asked to provide general consent for students to participate in “near school” walking excursions.

The General Consent Form also includes a section on photographs. We like to include photographs of students in the newsletter and displays, however there may be reasons you do not wish your child’s photograph to be published. For safety reasons we don’t fully identify students by name. At times the media wishes to interview/photograph students. In these cases parental permission would be specifically sought.

5.6 School Fees
The school receives the vast majority of its funding from the State Government, by way of paying directly for the staff salaries and a contribution towards the basic materials used in classrooms. Unfortunately, there is a considerable gap between what the Government gives us towards materials and services and the funds the school needs to deliver the first class education that we all want students to receive. That means the school needs to charge some additional fees for each student.

School fees are set annually by the Governing Council and are detailed below:

Compulsory Materials and Services Fee
This amount is set by the Government as a compulsory fee for all students. The school can and does take legal action to recover this fee unless extenuating circumstances exist.

Additional Fees
The Government set fee is too low for the school to continue to offer its full programme of activities. Further fees that are charged for all students are:

- **Access to Information Technology** is set to cover an estimate of access to computers, on-line services, downloads etc.
- **Library Resource** is set to cover an estimate of the basic materials for inclusion in the school library and to enable use of those materials by the student.
- **Photocopied material** is set to cover printing or copying of text material for use in the educational program.
- **Copied/printed worksheets** is set to cover the copying of basic materials and worksheets required by each class.

These fees do not cover costs associated with out of school activities such as excursions. To reduce paperwork and frequent payments of a few dollars, the school can collect an advance payment to cover all such minor trip expenses. An Excursion Fee is invoiced for all students at the start of each year, and nearly all parents choose to make this advance payment.

Major extra expenses, such as for Swimming and School Camps, are charged for separately.

Government assistance is available for some families in difficult financial circumstances, under the “School Card” programme. Please ask at the Front Office for details.

Building Fund: Donations to the school building fund of $2.00 or more are tax deductible. Foundation: Donations to the foundation of $2.00 or more are tax deductible

5.7 Paying money
The payment counter is in the front office. All payments need to be made here to our Finance Officer before 10:30 each day. Please note that the school does have a credit card facility however, no EFTPOS facility.

5.8 School Crossing/Drop off zones
There are clearly marked zones on both Alexandra and Grant Avenues that can be used for dropping off children. Please be warned: The zones on Grant Avenue are only for drop offs or pick-ups when the parent stays in the car. If you park and leave the car at all you may well receive a parking fine. On Alexandra Avenue there are two minute parking zones that are used as drop off points. Please respect that time limit.

Grant Avenue often becomes particularly congested due to high traffic flow. There are limited safe stopping places near the roundabouts. Please do not use illegal parking spaces anywhere near the roundabouts or the school crossings … it can create a real danger to students by blocking the view between traffic and students for crossing monitors.

School Council frequently approaches appropriate authorities regarding enforcing the rules and with suggested improvements, but we also seek your assistance. You can help by:

- Dropping children off in legally zoned areas;
- Stopping vehicles away from school crossing areas;
- Never double parking or ranking;
- Adopting a safety first attitude;
- Being pro-active in encouraging other drivers to assist;
- Using the school crossing to cross Grant Avenue;
- Modelling appropriate behaviour by using the crossing yourself;
- Assisting our hard working traffic monitors, by doing the right thing.

5.9 Traffic Monitors
Year 6 and 7 students join the roster for morning or afternoon traffic monitor duty on the Grant Avenue crossing. They usually have a turn about twice a term.

5.10 Custody Orders
You must inform the school if there are any custody arrangements involving your child. It is important we know who the legal custodian is and who has permission to collect or visit your child. A copy of your court order is required and is treated as strictly confidential.

5.11 Acquaintance Night
Acquaintance Night is held in the third week of first term each year as a way of familiarising parents with the staff, facilities and programs their children will encounter for that year. Students introduce their parents to their class teachers and show them their classroom and other learning areas within the school, where they may meet specialist subject teachers as well.

5.12 Lunch Orders / Canteen
Students may order lunches, which are made up by Rose Park Providore (next to the school on Alexandra Avenue), and delivered to classrooms at lunch time. You need to write your order on a paper bag or envelope, clearly showing the student’s name and room number, and put the money inside. The orders are collected in each classroom at the start of each day. Late orders can be sent to the Front Office until recess time.

Deli price lists are distributed at the start of the year, and any price increases or menu changes are notified through the newsletter.

Students may not visit the Deli during the school day, and use the canteen on the eastern side of the shop.

5.13 Student Action Teams
Student Action Teams are made up of one student from each Year 2 – Year 7 class who help plan and co-ordinate activities across the school, and report back to their classes. Our Student Action Teams are Environment, Wellbeing, Events, Be Active and Resources/ICT. In addition there is a Student Executive team with representation on each of the above teams.

Student Action Teams meet regularly and are co-ordinated by a staff member. A cluster SRC also operates to run events for year 6/7 students in our district.

5.14 Lost Property / Labelling Clothes
Please make sure that all your child’s personal effects (like bags, jumpers, pencil cases, drink bottles and lunch boxes) are clearly marked with their name.

Lost items of clothing and personal belongings can be claimed from the cupboard in the corridor by the courtyard. The Parents and Friends Committee arranges recycling of unclaimed clothing.

5.15 Transporting Students in Private Vehicles
Parents transporting students to and from school excursions and activities have the responsibility to ensure that their vehicle is roadworthy, particularly tyres and brakes, and that the vehicle is covered by comprehensive insurance. Under no circumstances can students be driven in a vehicle operated by an “L” or “P” plate driver.

Students’ parents will be informed of the transportation arrangements and be given the opportunity to permit or not permit their children to be transported.

All students must wear seatbelts.

5.16 Student Absences
Please notify the school of absences as soon as possible. A note or telephone call is required, or notification can be via the school app. Late arrivals need to be signed in at the Front Office. If students are absent for longer than two days please call the school to keep us informed. Absence and lateness data is collected daily and entered on the school data base.

Students leaving the school during the day must be signed out at the Front Office.

5.17 Pupil Free Days
Each year the School Council approves 2 pupil free days, during which staff participate in whole-of-school professional development. Relevant dates are announced during the year.

6. CLASS PROCEDURES

6.1 Assessment and Reporting

Reporting student learning outcomes is done in a variety of ways via the reporting schedule:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
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<tbody>
<tr>
<td>Acquaintance Night</td>
<td>Mid-year report</td>
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<tr>
<td>(Learning areas information)</td>
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<tr>
<td>Three way conference</td>
<td></td>
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<tr>
<td>(Goal setting, information sharing)</td>
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Term 3 - Optional Parent Teacher Meetings

Term 4 - End-of-year written report

Additional Information

- Literacy and Numeracy results
- Screening and standardised tests
- School Entry Assessment (SEA)
- Work samples / Portfolios
- Self and Peer assessments
- Exhibitions and unit work presentations
- Incidental/informal parent meetings
- Term overviews

6.2 Placement of students

When forming balanced classes we take into account the following considerations for each child:

- Student’s age, length of time at school and current year level arrangement;
- Specific learning needs of each individual:
  - Academic – range of abilities and spread of students with Negotiated Curriculum Plans/ Students with High Intellectual Potential/ students identified for literacy and numeracy support issues;
  - Behavioural – spread of students with complex behaviour issues;
  - Cultural – support for cultural groups, English as a Second Language, or Aboriginal/ Torres Strait Islander students;
  - Emotional – maturity levels/ experience as the oldest or youngest in a class / continuity of learning environment if appropriate;
  - Physical – health care plans/ physical access needs of students;
  - Social – productive/unproductive peer combinations / size of minority year level within composite classes/ gender groups;
- School wide needs and numbers. PLEASE NOTE: DECD schools are staffed at a ratio of 1:26 for R-2 students and 1:30 for Years 3-7.

6.3 Behaviour Management

All members of the Rose Park Primary School Community have the right to enjoy a positive, safe, supportive environment, where honesty, caring, respect and friendship are valued.

The school’s approach to behaviour management is based on protecting these rights. Wherever possible, logical consequences are applied. A copy of our Behaviour Management Policy is available on the school website.

6.4 Communicating with Teachers

Staff are available to meet with parents to discuss any part of the school program, or any problems children may be having. Parents are encouraged to ring the school or approach the class teacher to make an appointment. It is always best to talk over a concern early rather than let it go on and perhaps get worse.

Some classes have a diary or message system, where both teachers and parents can communicate with each other via the child’s diary, reader folder, or message bag.

*Please note that Staff Meetings are held every Tuesday after school. It is generally not a good time for parents to meet with staff.
6.5 Grievance
From time to time issues or problems can arise concerning your child's education or wellbeing at school. We believe all members of the school community must be given the opportunity to express their opinions and voice their concerns. A general set of “rules” for students, staff, and parents need to apply so that these issues and problems can be overcome in a rational non-threatening way.

For a student having difficulty with another student, they should attempt to solve it in a sensible way with their peers. If this is unsuccessful, then a staff member with whom they are comfortable, should be consulted. If not resolved, the Principal or Deputy Principal should be contacted to discuss the matter.

Similarly, if a parent is concerned about any aspect of the classroom program, they should initially discuss it with the class teacher, then the Principal or Deputy Principal, then the District Superintendent if necessary. Parents should arrange a time in advance, particularly if their concern is about a serious matter. Not all grievances can be fixed immediately, and parents should allow reasonable time for action to be taken before taking the next step. A copy of the Grievance Policy is available from the Front Office.

7. PARENT INVOLVEMENT

7.1 Governing Council
The Governing Council consists of 9 parent members elected at the AGM, two staff representatives, Parents and Friends rep, Old Scholars rep and the principal. It takes responsibility for projects such as:
- Development and approval of the School Budget
- Setting and collecting of School Fees
- Monitoring expenditure during the year
- Development and maintenance of the school grounds
- Management of the Out of School Hours Care programme
- Approving uniform design

In addition, the Council has important roles in keeping the principal and staff advised of any concerns within the school community, setting policy on any non-curriculum issues that may arise, being a source of new ideas for the school, and encouraging parents to be involved in their children’s education.

The council has a number of active sub-committees – Finance, Out Of School Hours Care and After School sports. Parents can join subcommittees without being Council members.

The Governing Council meets twice each term. Sub-committees meet as needed.

Any parent interested in joining the Council or one of its sub-committees can contact the Council chairperson through the Front Office.

7.2 Parents & Friends Committee
Members of the Parents & Friends’ Committee warmly welcome you and your child to Rose Park Primary School. The PnF is involved in organising school fundraising, social activities, catering for school functions, book club as well as providing advice to School Council.

7.3 After School Sport
Outside school hours, many students become involved in school team sports. Playing sport with others at the school has a very positive effect on the self-esteem and social acceptance experienced by many children. The school strongly encourages students to be involved in after hours sports.

The school has a coordinator for each sport (volunteer parents) to set up teams, appoint coaches, oversee equipment. As a group they form the committee and coordinate the presentation evening and generally oversee the entire programme. Parents do the coaching, umpiring, washing of uniforms and slicing of oranges. To have your child participate, there is usually a bit of effort involved!

The sports sub-committee of the school governing council has many members with experience in organising different sports. They understand what has to be done and are willing to share their knowledge. Those who have the time for coaching or managing a team always find it a very rewarding experience.
Sports currently active at Rose Park include Basketball, Netball, Hockey, Soccer, Football, Volleyball and Cricket. As a rule students must be turning 8 years old in the year that they begin playing competitive sport for the school. Most students are in Year 3 before they take up competition.

Experience has shown that younger children benefit most in their sporting prowess from concentrating on co-operative behaviour and developing skills. Auskick, Dreamstart Soccer Skills, Minkey hockey and Fun Net netball skills programs are offered.

7.4 Classroom Support
Many parents take the opportunity to assist in the classroom. It is very useful for the students to have extra adults on hand to listen to and help with reading, and become involved in other class activities. Additional adults are very helpful on excursions too.

Teachers always welcome volunteers, so if you wish to become involved, just talk to them or send them a note.

7.5 Old Scholars Association
Upon completion of their studies, students of Rose Park are invited to join an active Old Scholars Association. The Association meets at least once a year and maintains an active interest in the heritage and future of our school. We have a long history and fine tradition, so if you have any questions, feel free to approach the school about the Association.

8. HEALTH AND SAFETY

8.1 Sun Safe Policy

Hats
The school has a ‘No Hat - No Play’ policy, whereby students are expected to wear a broad-brimmed hat (with a brim of at least 8cm in width) or a legionnaire’s hat (with a back length of at least 18cm that extends from one side of the peak to the other), while in the yard exposed to the sun. Both styles of hat can be purchased from the school uniform shop. This policy is effective from the time students arrive at school until parents/caregivers take over their supervision at the end of the day. Please note that the policy operates from September 1 to April 30 each year.

Baseball hats, some bucket hats etc. do not provide adequate sun safe protection. During playtime, students wearing inappropriate hats or students found to be without a hat will be restricted to the courtyard.

Sunscreen
We support parents applying sunscreen to students before school. Parents and Friends ensure an adequate supply of sunscreen in each classroom and students are expected to take responsibility for applying it to themselves prior to outdoor activity.

Clothing
Students are encouraged to wear long sleeve tops throughout the year. These are available from the uniform shop. The school tops have collars to protect the neck and shoulders. Tank tops, dresses with thin shoulder straps and tops exposing the midriff and shoulders do not offer adequate protection and should not be worn. Students inappropriately dressed will be restricted to the courtyard during playtime, and to shaded areas during outdoor lessons.

Sunglasses provide protection for students’ eyes and therefore the wearing of sunglasses when outdoors is encouraged.

Outdoor Activities
Outdoor Physical Education lessons
During Terms 1 and 4 these sessions will be conducted in the mornings, where possible, to avoid peak UV times. The hall will be used where timetabling and the nature of the activity allows. Students are encouraged to drink plenty of water.

Play
On particularly hot days (temperature predicted to exceed 35 degrees), all students and staff are restricted to shaded areas. The school has considerable space beneath trees to cater for this.

Swimming/Class Picnics
Students are required to wear shirts or swimming vests during outdoor swimming lessons, aquatics activities, excursions or class picnics etc.

**Out of School Hours Care (OSHC)**
Students will be expected to wear an appropriate hat during outdoor activities in OSHC time.

**Sporting Personnel and Volunteers**
Anyone involved in school sport activities or outdoor excursions will be required to wear a hat or carry an umbrella to model appropriate sun protection behaviour.

The school’s “Sun Safe Policy” is available on the website.

**8.2 Students Leaving the School Grounds**
Students may not leave the school grounds without parent/teacher permission. Students being picked up during the day must be signed out at the Front Office. Students coming in late or returning to school must sign in.

**8.3 Visitors**
Visitors to the school must be aware of the following procedures and policies:

*Sign In:* All visitors must report to the Front Office to sign in, and before leaving they must sign out. A “Visitor” badge must be worn.

*First aid:* In the event of injury please report to the Front Office for assistance.

*Emergency evacuation:* This is indicated by continuous blasts of the siren - proceed to the grass reserve located on the west side of the school.

*Smoking:* Smoking is not permitted on any Government property in South Australia.

*Driving on grounds:* Driving on grounds is strongly discouraged. However, when necessary to drive on grounds, drivers must observe the 5 kilometres per hour speed limit.

**8.4 Medical Issues**
Parents are asked to notify the school of any serious health condition or care need their child may have, which may impact on student attendance and participation. A health care plan will need to be completed with assistance from the treating Doctor.

**8.5 Evacuation/Invacuation Procedures**
Policies for emergency procedures and lock ins are in place, and are supported by practise drills. Emergency procedures are regularly discussed through Health and Safety lessons within classes.

### 9. SCHOOL SERVICES / FACILITIES

**9.1 Out of School Hours Care**
Out of School Hours Care (OSHC) is available at Rose Park Primary School both before and after school. It is operated from in and around the Recreation Room attached to the school hall. Morning sessions run from 7:40 am to 8:40 am, and afternoon sessions run from 3:20 pm to 6:00 pm. The service is outsourced to Camp Australia. Please see the Camp Australia website for details on registering.

**9.2 Dental Services**
All students are eligible for dental care at the Linden Park School Dental Clinic. Each new student is eligible for one free visit. For follow up visits there will be a charge of $35.00 (unless you are a CentreLink Card Holder). If you wish your child to participate please fill in an application form available from the Front Office.

**9.3 Layout of School**

*Wittber Building:*
• Reception and Admin Areas
• Rooms 1 – 6
• Staff room

**Ellen Keats Resource Centre:**
• I- Centre
• Upstairs – Rooms 7 - 10

**Renfrey Potts Building:**
• Rooms 11 - 18

**Transportable Building:**
• Rooms 19 & 20

**Theodore Building**
• Performing arts suite
• Japanese

**Centenary Hall**

**John Dowie Building**
• Science room
• Out of School hours care – office and school kitchen