



Penong Primary School

Parent Information Book

*Penong Primary School
2025*

Respect



Community



Achievement



Government of South Australia
Department for Education

Penong Primary School

Respect Community Achievement



Government of South Australia
Department for Education

C/- Post Office, Penong SA 5690
☎ (08) 8625 1017
Email: dl.0338_info@schools.sa.edu.au

Parent Information

Introduction

A Brief History

Penong School

The stone to build the Penong School was quarried by volunteers from the property of Mr Richard Davey.

It was the first public building opened in Penong. The school building, lonely in the bare space of the school yard, was kept company by the traditional flagpole. The school was built with living quarters attached including three rooms and a porch. This was certainly luxury for teachers of the time as most were boarded with local families.

The average attendance in those first years was 18 children. The school's numbers have fluctuated over the last 100 years, some examples of attendance being 24 in 1904, 14 in 1911, 39 in 1923, 55 in 1927, 27 in 1955, 70 in 1979 and 45 in 1999, when Penong Primary School celebrated its centenary

Penong Primary School is a comprehensive community school, which caters for students from Reception to Year 6.

Our school prides itself on good parent/teacher relationships and provides a safe, supportive and well-ordered environment in which children develop empathy for others, confidence, responsibility and a strong desire to learn and achieve.

Programs are child centred, success-oriented and purposefully engage children in curricula that prepare students for life-long learning. The school program is further enriched by involvement with our community and the wider world. We value supportive leadership and highly professional, cohesive staff who encourage individuals to realise their full potential and to be proud of their efforts in achieving.



Penong Primary School
"Learning Together"

STATEMENT of PURPOSE

At Penong Primary School, we embrace multi-year level classrooms as a unique opportunity to create purposeful learning environments through differentiation and high expectations of learners.

Grounded in our core value of respect, achievement and community, we celebrate the diversity of perspectives and experiences that each student brings to the classroom.

We prepare students for a future filled with personal achievement and a strong sense of community spirit.



Government of South Australia
Department for Education

Penong Primary School

Respect Community Achievement



Government of South Australia
Department for Education

C/- Post Office, Penong SA 5690

☎ (08) 8625 1017

Email: dl.0338_info@schools.sa.edu.au

Dear Parents and caregivers,

Welcome to Penong Primary School. We are delighted to welcome you as part of our community, where your child can learn and grow in a unique, 'family' setting. Here at Penong Primary School we boast small class sizes, a dedicated and committed team of teachers and support staff officers, and culture of care and excellence that enables each and every child to feel empowered to develop their unique set of skills and talents towards high achievement.

We take this opportunity to provide you with some key information to support you and your child's transition to our school. This **Parent Handbook** will give you an insight into the general operation, organisation and administration of the school; our routines and expectations.

We invite you to become part of our school community in which ever way you can. We recognise and value the role a positive partnership between home and school plays in the education of your child and welcome your involvement. Many hands make light work and your contribution, big or small, makes any job achievable! Formally the Governing Council and its sub committees provide the opportunity for you to work alongside other parents and caregivers.

We look forward to working with you to ensure your child enjoys their educational experience and becomes a confident, creative and successful learner.

Yours sincerely

Mrs Karen Murray
Principal

2025 Term Dates

| | | | |
|----------|----------------------------------|--------------------------------------|------------|
| Term I | Tuesday 28 th January | - Thursday 18 th April | (11 weeks) |
| Term II | Monday 28 th April | - Friday 4 th July | (10 weeks) |
| Term III | Monday 21 st July | - Friday 26 th September | (10 weeks) |
| Term IV | Monday 13 th October | - Thursday 12 th December | (9 weeks) |

School Timetable

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|----------|----------|-----------|----------|----------|
| 8.50am | Assembly | Learning | Learning | Learning | Learning |
| 11: -11:20 am | Play | Play | Play | Play | Play |
| 11.20am | Recess | Recess | Recess | Recess | Recess |
| 11.30am | Learning | Learning | Learning | Learning | Learning |
| 12.50pm | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1.30pm | Learning | Learning | Learning | Learning | Learning |
| 3:00 pm | Breakup | Breakup | Breakup | Breakup | Breakup |

Children will be supervised by teachers on duty between 8:30 am and 3:10 pm. Children are not to be in the school grounds outside of these times unless prior arrangements have been made with the school.

The school requires a note, text or call to the front office, or a text to the school text phone **0417 495 373** from the parent/guardian if the child is to be late, absent or leave school early.

Staffing

Staff Name

Position

| | |
|-----------------------|---|
| Mrs Karen Murray | Principal |
| Ms Georgia Allen | Junior Primary Class Teacher |
| Ms Cindy Ettridge | Upper Primary Class Teacher |
| Mr Dave Clarke | R-6 Class Teacher |
| Mrs Tricia Shipard | Pre-school Teacher |
| Mrs Jenny Hardy | School Service Officer Finance Administration |
| Mrs Hazel Nielsen | School Service Officer Administration Classroom Support |
| Ms Lorryne Balharry | School Service Officer Administration Classroom Support |
| Ms Theresia Davies | School Service Officer Classroom Support |
| Ms Jo Ormsby | School Service Officer Classroom Support |
| Mrs Nicole Warmington | School Service Officer IT |
| Ms Soraya Smith | A.C.E.O Classroom Support Community Liaison |

A Typical School Day

- 8:30 - Arrival - Teacher Supervision
- 8:50 - Assembly (Mondays)
- 8:50 - Straight to Class (Tuesday to Friday)

It is important that children are here for the organisational part of the day i.e. lunch orders, money collection and attendances. (Late arrival is recorded). Learning Time follows immediately after these routines.

- 8:50 – 11:00 - Learning Time
- 11:00 – 11:30 - Recess
- 11:30 – 12:50 - Learning Time
- 12:50 – 1pm - Lunch Eating time
- 1:00 – 1:30 - Playtime
- 1:30 – 3:00 - Learning Time
- 3.00 -3.10 - Yard Supervision

1. Accidents and Ambulance
2. Allergy – Nuts – Nut Aware School
3. Appointments with Staff
4. Arrival Time and Lateness
5. Assemblies
6. Assessment and Reporting
7. Attendance
8. Beginning School / Enrolment Procedures
9. Codes of Practice:
 - Staff Code of Practice
 - Principal Code of Practice
 - Parent Code of Practice
 - Governing Council Code of Practice
 - Student Code of Practice
10. Communication
11. Community Facilities
12. Camps and Excursions
13. Curriculum
14. Decision Making
15. Emergency Contact Telephone Numbers
16. Emergency Evacuation Procedures/ Fire Evacuation Procedures
17. First Aid
18. Head Lice
19. Homework
20. Illness at School
21. Lunches
22. Library and Reading
23. Money Sent to School
24. Newsletters
25. Parent Bodies
26. Parent Involvement
27. Penong Early Years
28. Reporting to Parents
29. School Closures
30. School Fees
31. School Rules
32. School Uniform
33. Stationery
34. Student Health and Safety
35. Student Health and Safety – Sun Smart Policy
36. Travel Allowance
37. Visiting the School
38. Weather – Hot & Extreme Policy
39. Map of School Site

1 Accidents and Ambulance

If a minor injury or illness occurs, the child will be looked after by the staff member on duty. All staff members hold a current 004 First Aid Certificate

In the case of a major accident, the parents or guardians will be notified (if possible) and the appropriate action undertaken. If an accident occurs during a school activity that requires an ambulance, student's medical benefits should cover the costs.

2 Allergy - Nuts - Nut Aware School

We are a nut aware school which means parents are aware of our circumstances, and we monitor any nut products that may come into the school.

3. Appointments with Staff

Making an appointment to discuss issues concerning your child avoids inconvenience to either parent or teacher. It is not always convenient or appropriate to hold discussions when the teacher is teaching, working with students. Making an appointment to talk with the Principal is also advisable.

4 Arrival Time and Lateness

It is very important that students arrive on time for school each day. Students may arrive at 8:30am when teachers are on duty and enter their classrooms at 8:30am also. This enables the day to get off to a good start. Students are given information and often collaboratively plan the day's activities. The roll book is also marked at this time and the school is required to record all episodes of lateness. In an event of the school not being informed of the reason for the absence families will receive a text from the school.

It is imperative that we are aware of the reason for the absence.

5 Assemblies

Our end of year assembly is held in the last week of term 4. Student's achievements are recognized during this event.

Students and staff meeting each Monday morning for a brief assembly to step up for the week.

6 Assessment and Reporting

This is an ongoing process, please see Reporting to Parents (29)

7 Attendance

Parents need to be aware that students over the age of 6 are under compulsion to attend school.

Regular and punctual attendance increases the likelihood of success in learning. Students who have poor patterns of attendance are at risk of not achieving their educational and social or potential. It is, therefore, important that you support your child to attend school regularly and on time.

If your child is absent, please advise us by phone or text with the reason.

If your child is unwell it is important to keep your child at home.

Children who arrive at school after 8:45am are recorded on the roll with 'L' signifying lateness.

Parents will be texted if no contact has been made.

If your child is going to be absent for an extended time (i.e. 3 days or more), please collect an exemption form from the Front Office (e.g. family holiday). Good attendance maximises children's learning opportunities and is excellent life skills training. The principal is required to investigate and improve patterns of continued lateness or poor attendance.

8 Beginning School/ Enrolment Procedures

Starting preschool

Government preschools have two major enrolment intakes each year, where children are eligible to access their full preschool entitlement (15 hours per week).

Intake 1 for children starting at the beginning of the year (term 1), and intake 2 for children starting mid-year (term 3).

- Intake 1 - Children who turn 4 years of age before 1 May, are eligible to start preschool at the beginning of each year (term 1).
- Intake 2 - Children who turn 4 years of age before 1 November are eligible to start preschool mid-year the same year (term 3).

Children who turn 4 years of age on or after 1 November are eligible to start preschool in intake 1 the following year.

Eligible children who enrol after the commencement of each intake are able to start at a mutually agreed time between the parents and principal/preschool director ('director').

It is recommended families consider their child's readiness to commence preschool before enrolling in a preschool program. When a family decide their child will commence school in the year they turn 6 years of age, the child is eligible to access preschool in the 4 terms prior to commencing school (refer to [starting school, in the school and preschool enrolment policy](#)

9 Codes of Practice

Staff Code of Practice:

In addition to specific role and responsibility statements, staff will abide by a Code of Practice, which ensures that:

- All members of the school community are treated with respect.
- The learning needs of students are paramount.
- All members of staff contribute to the implementation of the School's Learning Plan priorities.
- Teaching programmes are consistent with South Australian Curriculum.
- A positive contribution is made to whole school activities.
- Conduct and attire reflect appropriate professional standards.
- All School and Departmental policies are enacted.
- Skills and knowledge are continually expanded through self-reflection, seeking constructive feedback and participating in training and development.
- The school's decision making policies and procedures are used appropriately.
- Issues of concern are addressed professionally, using school procedures.
- A positive contribution is made to developing and sustaining a productive teaching and learning community.

Principal Code of Practice:

In providing leadership, the Principal will:

- Operate within the relevant Act, Regulations, Departmental and School Policies and the Role Statements for Principals.
- Lead and manage the implementation of the School Improvement Plan.
- Provide leadership and advice to the Governing Council and ensure that the policies and programmes developed in partnership with the community are implemented.
- Provide leadership to all staff in the consistent adherence to Departmental and School Policies.
- Establish programmes, in conjunction with staff, which acknowledge and utilise the skills of staff and enables them to develop professionally.
- Ensure the development and maintenance of a purposeful learning environment that recognises and rewards student achievement.
- Ensure the use of quality learning and teaching strategies to maximise student learning outcomes.
- Address issues of harassment and ensure that appropriate grievance procedures and training are known and used by staff and students where necessary.
- Ensure principles of equity and merit are applied.
- Manage the development and operation of the school's financial and administrative systems.
- Promote the school and further enhance links with all sectors of the educational community

Parent Code of Practice:

Parents / Caregivers who enrol their child at our school will:

- Acknowledge and support school policies and practices.
- Use appropriate communication strategies to address issues of concern.
- Commit to working in partnership with staff and other community members for the benefit of students.
- Identify and negotiate with the school, ways in which they can contribute to the positive workings of the school.

Governing Council Code of Practice:

A Governing Councillor, as a representative of the school community:

- Will act honestly, in good faith and in the best interests of the school as a whole.
- Has a duty to use due care and diligence in fulfilling the functions of office and exercising powers attached to that office.
- Must use the powers of office for a proper purpose, in the best interests of the school as a whole.
- Must recognise that the primary responsibility is to the school shareholders as a whole but should, where appropriate, have regard for the interests of all stakeholders of school.
- Must not make improper use of information acquired as a Governing Councillor.
- Must not take improper advantage of the position of Governing Councillor.
- Must not allow personal interests, or the interests of any associated person, to conflict with the interests of the school.
- Has an obligation, to be independent in judgement and actions and to take all reasonable steps to be satisfied as to the soundness of all decisions taken by the Governing Council.
- Should not engage in conduct likely to bring discredit upon the school.
- Has an obligation, at all times, to comply with the spirit, as well as the letter, of the law and with the principles of this code.

Confidential information received by a Governing Councillor in the course of the exercise of councillor duties remains the property of the person or group from which it was obtained. It is improper to disclose it, or allow it to be disclosed, unless that disclosure has been authorised by that person or group, or the person by whom the information is provided, or is required by law.

Student Code of Practice:

Students will:

- Treat others with respect.
- Make a positive contribution to the development of a positive learning environment.
- Acknowledge and abide by all departmental and school policies.
- Take responsibility for, and be involved in, making decisions which affect their own future.
- Use appropriate processes to address issues.
- Acknowledge and use the advice support and teaching of community members to assist them in their learning programme.

10 Communication

We believe that good communication is essential between home and school. Our school has an open door policy. Please use this as an opportunity to discuss any concerns or issues.

It is important that issues and concerns are discussed with the appropriate people. If you are unsure of whom to talk to if you do have a concern, consider the following:

- is it a classroom issue or a whole school issue?
- is there a school policy about the issue?
- if it is a classroom issue, have you discussed the issue/concern with your child/s teacher first?

The newsletter, text line and face-book are our main source of communication for parents and students to be constantly informed of school activities. We also have a school text line that is used to share simple information.

Parent Concerns & Complaints

Good relationships between our school and the community give our children a great chance of success. It is only natural that from time to time, parents / care-givers will have concerns about what happens at school. These concerns may relate to either staff performance (classroom or yard) or school policy (e.g. Sports Day, Curriculum, etc). Should this happen, it is important to know the correct way to have your concerns acted upon? At Penong Primary School we have a process which allows this to happen.

When raising a concern or complaint with staff, parents can expect to:

- Be treated with respect, courtesy and consideration
- Have the complaint dealt with in a confidential and timely manner
- Have access to appropriate and easily understandable information regarding the complaint resolution process
- Be kept informed of the progress and outcome of their complaint.

We request that when making a complaint parents will:

- Treat other parties with respect, courtesy and maintain confidentiality
- Raise the concern or complaint as soon as possible after the issue has arisen
- Provide complete and factual information about the concern or complaint
- Ask for assistance or further information as needed
- Act in good faith to achieve an outcome acceptable to all parties
- Have realistic and reasonable expectations about what course or action is required to resolve the concern or complaint.

Your concerns will be discussed fully with the relevant people. You will need to be specific about your concerns (i.e. describe an incident and / or quote the words used). We always appreciate a message letting us know that you are happy with the outcome.

(Please refer to Department Policy)

11. Community Facilities

The school has the capacity to support our community with photocopying facilities and some technology. A small fee applies.

12. Camps and Excursions

During the year, there may be a whole school excursion, or class group excursion, which involves travel, and staying away from home for up to one week.

All of these activities are subject to Parental Consent and circumstances at any one time.

13. Curriculum

At the very heart of our core business is quality teaching and learning. Teachers use the key dimensions of the Australian Curriculum to program relevant and engaging learning experiences that enable all students to develop the knowledge, understanding and skills required to become successful learners, confident individuals, and active and informed citizens. From reception to year 6 students develop knowledge and skills in seven learning areas.

English

Mathematics

Science

Health and Physical Education (HPE)

Humanities and Social Science (HASS)

Technologies

The Arts

In planning learning in these areas, teachers respond to the needs and interests of the many unique individuals in or classes; to personalise student learning across different age groups and year levels. In acknowledging learning as a social and active process, we promote and encourage collaboration and creativity, to enable students to actively construct their own understanding and knowledge through experience and reflection. Through a variety of approaches including explicit teaching, modelling and scaffolding inquiry, students are given opportunities to build on prior knowledge to pursue and achieve individual learning goals, both independently and in small-group or whole-class settings.

English

Learning in English is central to learning and development of our students, helping to create confident communicators, imaginative thinkers and informed citizens. Teachers employ a broad range of pedagogies to support the development of reading and literacy skills and engage learners with literature as students learn and listen to, read, view, speak, write, create and reflect on texts and appreciate and enjoy the English language in all its variations. Understanding the importance of utilizing evidence-based strategies to monitor and respond to student learning, teachers employ consistent tools and programs across the year levels.

Essential to student success, we also implement a whole-school commitment to integrate the explicit teaching of literacy capabilities across the learning areas. This ensures students are able to develop skills in applying and comprehending literacies across contexts, including for example, the development of procedural texts and reports in Science, interpreting visual representations in Health or the Arts and communicating effectively in collaboration design projects in Technologies.

Mathematics

Mathematics is a critical component of the school curriculum.

Teachers are highly skilled at planning learning experiences that provide for the broad range of achievement levels in multiple year level classrooms. The explicit instruction of mathematical concepts and strategies ensure consistency and promotes the development of confident mathematicians and problem-solvers. Approaches to teaching and learning are flexible, responsive, innovative and creative providing for engaged and hands-on experiences for our learners.

In addition to dedicated Mathematics lessons, we make a whole school commitment to explicitly integrate numeracy capabilities across the learning areas. This serves to provide rich, contextualised learning, and connects experiences, for example in Science and Technologies and additional programs such as the Kitchen Garden Program.

Science

Science provides the opportunity for rich, integrated learning whereby teaching and learning experiences are designed to promote inquiry, critical thinking and problem-solving through exploration and discovery of the world around us. Science learning permeates many areas of the curriculum with teachers utilising cross-curriculum opportunities for learning, where appropriate. Students have critical opportunities to apply key literacy and numeracy concepts to support their learning in Science, interpreting and creating discipline-specific texts, planning and conducting experiments and investigations, developing research projects and engaging in problem-solving tasks.

Health and Physical Education

Teaching and learning in Health and Physical Education is shared between the classroom teacher and a dedicated Physical Education (PE) Teacher. Students participate in weekly PE and Health lessons with an important focus on the acquisition of movement skills and the knowledge, understanding and skills to support students to be resilient and health-informed. Students also participate in daily fitness sessions.

A further commitment to the physical health and wellbeing of our students provided. Students are able to access skilled instructors who provide the opportunity to learn a wide variety of sports including t-ball, basketball, athletics, hockey and netball to name a few.

Humanities and Social Science (HASS)

History, Geography, Civics and Citizenship (year3-6) and Economics and Business (years 5/6) are the 4 subjects of Humanities and Social Sciences. With a focus on the skills and values to become active and informed citizens, students are provided rich learning experiences that enable them to explore citizenship, diversity and identity in a local, national and global context. Learning in this area provides wonderful opportunities to engage with our local community and to explore the traditional Wirangu culture and environment heritage.

Technologies

Learning in the area of Technologies includes both Design and Technologies, and Digital Technologies. Underpinning these distinct but related subjects, is the need to explore and create with traditional, contemporary and emerging technologies. All classrooms are equipped with Interactive Board Technologies, 1:1 iPads and laptops and have access to a 3D printer, enabling our students to access flexible spaces and resources to engage in relevant and real-

world problem-solving. Importantly the safe and intentional use of technology is promoted and explicitly taught across the curriculum to ensure our students are responsible and effective digital citizens.

The Arts

Learning in The Arts encompasses Dance, Drama, Media Arts, Music and Visual Arts. Each of the 5 subjects are taught across the primary years of schooling in a variety of contexts, including as integrated learning with other areas of study. Many additional experiences are provided beyond the classroom to encourage students to reach their creative and expressive potential, including through participation in performance, school assemblies and Strawberry Fete.

14. Decision Making

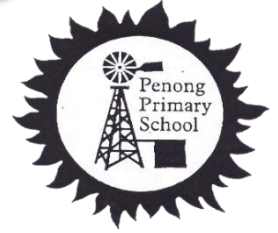
We are committed to active participation by staff, students and the community in decision making.

We believe that effective and inclusive communication is essential for good decision making.

This occurs through Governing Council, Management Committees, Staff Meetings and Class Meetings.

Penong Primary School

Respect Achievement Community



Our Agreed Decision Making Process is:

- raise issue at the appropriate forum
- clarify the issue
- gather information/consult
- generate proposals
- discuss/negotiate proposals
- make decision
- implement decision
- evaluate after a specified period of time.

It is our aim for all decisions to be reached by consensus – a “win/win” situation where all parties affected by the decision are in full support of the decision reached. If this situation cannot be reached after thorough consultation and negotiation, a two-thirds majority vote of a meeting will be required to carry the proposal. The Governing Council will work to its constitutional absolute majority.

It is essential that:

- all members of the school community have access to a forum where issues related to the school can be raised
- all those affected by a decision are given the opportunity to be consulted and to participate in negotiating the final decision
- all those affected by the decision are informed of the decision and made aware of its implications and ramifications
- all decisions are appropriately reviewed.

We acknowledge that conflict in decision making is inevitable but can be constructive if handled positively.

Grievance procedures are followed by all members of the school community.

Most effective decision making occurs when those affected by the decision felt that they have played an appropriate part in the decision making process and have not had the decision imposed on them.

Levels of Decision Making

We believe there are the following levels of decision making

Level 1

- Single Person makes decision No consultation

Level 2

- Single Person makes decision after consultation

Level 3

- Majority decision

Level 4

- Consensus. Everyone agrees/or agree to work with the decision

15. Emergency Contact Telephone Numbers

Up to date contact information (home and work) is important for us to contact an adult in an emergency. This information is requested upon enrolment. Please notify us of any changes during the year.

16. Emergency Evacuation Procedures/Fire Evacuation Procedures

In the event of a major disaster the children:

- will be cared for in the school by staff until all danger has passed
- will not be released until a parent or person nominated collects them (all people picking up children must go to the office first)
- The warning signal for fire or evacuation is 3 x siren wave followed by a pre-recorded voice instruction: "Evacuate, Evacuate, Evacuate." All classes make their way in an orderly manner to the paved area.
- The warning signal for emergency lockdown is 2 x siren chimes followed by a pre-recorded voice instruction: "Lockdown, Lockdown, Lockdown". In the event of a warning when students are indoors they will be made safe inside, however, when they are outdoors during recess and lunch breaks, they must go quickly to the nearest building where staff will ensure their safety.
- Students are given opportunities to practise this procedure.
- Teachers take roll books and check off each student and then report to the Principal.
- 'Bushfire Emergency Telephone Trees' are supplied to parents for use in the case of an emergency

17. First Aid

As the school is only able to provide basic emergency First Aid, it is considered that the best care is in the home and in the hands of the parent.

For this reason, the emergency contact form should be up to date and should include a relative, friend or neighbour who can be contacted if the parent's phone is not answered.

In the interests of your child's safety, we ask that parents/caregivers notify the school of any changes in this information as soon as possible.

Parents are contacted if there has been an incident at school, so that parents can monitor the situation.

18. Head Lice

Anyone can catch head lice. It is important to treat them properly and safely when they occur. There is an abundance of information regarding head lice on the web, or alternatively, visit your chemist who will advise you on the various treatments available. Please inform the school when head lice is detected so that all members of the school, can be notified and action taken.

19. Homework

At Penong Primary School, we believe in fostering and learning environment that is explicit and enriching. Every moment spent in the classroom is dedicated to meaningful learning experiences. Recognising the explicit nature of our educational approach, coupled with insights gathered from a recent parent survey, we have made a conscious decision not to mandate set homework beyond daily reading for Pre-Primary to year 6. We understand the importance of family time and the need for students to unwind and engaged in extracurricular activities outside of school hours. Daily reading is highly encouraged and it is expected they engage.

20. Illness at School

When children are unwell at school they will be cared for, parents or emergency contact person will receive a message from the school

In the event that emergency contact cannot be made, the school will take whatever appropriate action is required for the safety of the child.

21. Lunch Orders

Lunch orders are available from the Penong General Store on Mondays and Fridays. Price lists have been included in this pack. Lunch bags are available at school.

22. Library and Reading

All students are encouraged to read **every day** both at home and at school, using classroom readers and library books. Books may be borrowed from school at any time.

23. Money Sent to School

We appreciate any money sent to the school to be inserted in an envelope labelled with your child's name and the purpose for the money.

24. Newsletter

Newsletters are distributed to families once a fortnight. They are one of our major forms of communication and highly regarded as such. Families can receive the newsletter via email or hard copy.

25. Parent Bodies

Parents are encouraged to be actively involved in all aspects of our school.

Governing Council

Governing Council recognises that the best educational outcomes are achieved when there is a strong and active partnership between home and school.

Governance, which is the joint responsibility of Council, involves the big picture decisions for the School, while management is for the Principal. The Governing Council make decisions about the broad direction for the school taking into account requirements. This involves strategic planning, determining policies, the application of financial resources, monitoring responses and reviewing. They also provide feedback to the Principal regarding community needs, etc. Parents are encouraged to nominate for Governing Council. Council work allows you to gain an understanding of the workings of the School and to contribute to its long term success. Council meetings are held twice a term.

Early Learning Centre Management Group

This group comprises of elected members from our early childhood sector. They meet once a term to discuss issues related to our preschool.

26. Parent Involvement

Parents are actively encouraged to be involved in all aspects of our school. Opportunities exist for volunteer work in many areas.

27. Penong Early Years

A Pre-school and Playgroup service is provided at the school. Opportunities exist for different aged students. Please contact the school for more information.

28. Reporting to Parents

The aim of any assessment and reporting practices is to use data to inform staff future practice, to use data to provide information to the system and to provide parents with specific information about what student's experience, can do, know and understand.

Teachers are required to keep up-to-date records on individual student progress throughout the year in a variety of ways. These should be available at any time for discussion with parents. Information on student development is available at any time throughout the year.

The reporting process includes:

Term 1 -Parent Interviews/Traffic Lights

Term 2 -Summative Reports

Term 3 - Traffic Lights/Requested Interviews

Term 4 -Summative Reports

Parents and teachers are partners in the educative process. We need to develop positive relationships and interact frequently to share the information we have about your child.

Teachers facilitate this process by:

- chatting informally
- planned teacher / parent discussions
- notes, phone calls to Face-book
- actively involving parents in the classroom
- newsletters etc.

Parents can ask for an interview at any time throughout the year.

29. School Closures

Our school will be closed on various occasions throughout the calendar year. These closures are for training and development and approved by the Education Director.

30. School Fees

Materials and Services Charges

Each year our school reviews its current financial position and budgets for goods and services provided for children in the following year. The school income and expenditure for the school year are budgeted to suit the needs of students to ensure the best learning opportunities for them. Income is gained from parent contributions and the Education Department Global Budget. This money is spent on curriculum, stationery, grounds, resources, IT technical services and facilities. The fee is determined each year by the Finance Committee and Governing Council.

Income from Parent Contributions

Each year the Governing Council approves a charge for Materials and Services for each child. The Materials and Services charge is spent only on goods and materials for your child's education. It is determined by the Finance Committee according to the school priorities and needs of the children. Families who are experiencing financial difficulty can apply for assistance through the School Card scheme – please contact the Business Manager. Fees can also be paid by a negotiated instalment plan. Materials and Services Charge must be paid or a payment plan completed prior to children attending any camps or special events and excursions.

31. School Rules / Behaviour Management

At Penong Primary School, we encourage positive responsible behaviour. Responsible behaviour occurs when children make the appropriate choices. Inappropriate choices are followed by pre-determined consequences. Parents are notified of any serious incidents.

All members of the school community have the right to a safe, secure learning environment, free from harassment and violence.

Safe practices, organizational routines and procedures and sound, productive working relationships.

All forms of bullying will be responded to. It is the responsibility of all staff to act decisively, and in a timely manner

32. School Uniform

All children are required to wear the recommended school uniform. Wearing of school uniform helps to instil a sense of pride in our school.



Navy Polo



White Polo



Long sleeve



Navy Jumper



Navy wide brim hat

| | |
|--|--|
| School uniform is as follows: <ul style="list-style-type: none">• Navy school windcheater• Navy T shirt• Navy/Grey slacks,,jeans/shorts• Blue & white checked uniform | School colours are compulsory Hats are compulsory throughout the year. Thongs are unacceptable footwear. |
|--|--|

Uniforms can be ordered through the school. Some items are kept for sale at school.

33. Stationery

All students will be issued with sufficient stationery at the commencement of each year. Throughout the year further issues will be made as required.

34. Student Health and Safety

Children who are ill with an infectious 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 to this rule is that children with certain skin diseases may return once appropriate treatment has commenced.

The following tables list the recommended minimum exclusion periods from school of infectious disease cases and their contact

| Condition | Cases | Contacts |
|--|--|---|
| Bronchitis | Exclude until person has been given appropriate treatment and feels well | Not Excluded. |
| Campylobacter infection | Exclude until diarrhoea has ceased. | Not Excluded. |
| Chicken pox and shingles | Exclude until all lesions have crusted, there are no moist sores and person feels well. | Not Excluded. |
| Common cold | Exclusion is not necessary. | Not Excluded. |
| Conjunctivitis | Exclude during the acute stage of the infection. | Not Excluded. |
| Cryptosporidiosis | Exclude until diarrhoea has ceased. | Not Excluded. |
| Diphtheria | Exclude until a medical certificate of recovery following at least two negative throat swabs, the first not less than 24 hrs after cessation of anti-microbial therapy and the other 48 hours later. | Exclude family/domiciliary contacts until cleared to return by appropriate health authority. |
| Fifth disease (erythema infectiosum, parvovirus infection) | Exclusion is not necessary. | Not Excluded. |
| Giardiasis | Excluded 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. |
| Herpes Simplex Type 1 (Cold sores or fever blisters) | Exclusion is not necessary. | Not Excluded. |
| Human immuno-deficiency virus infection (HIV AIDS virus) | Exclusion is not necessary unless the person has a secondary infection. | No Excluded. |
| Hydatid disease | Exclusion is not necessary | Not Excluded. |
| Influenza | Exclude until the person feels well. | Not Excluded. |
| Legionnaire's disease | Exclusion is not necessary. | Not Excluded. |
| Leprosy | Exclude until medical certificate is produced from appropriate health authority. | Not Excluded. |
| Measles | Exclude from unimmunized persons for at least 4 days after the onset of the rash. | Immunized contacts not excluded. Non-immunized contacts should be excluded for 14 days from the first day |

| | | |
|---|--|--|
| Measles cont. | | of appearance of rash in the last case of measles reported. If non-immunized contacts are vaccinated within 72 hours of their contact with the index case they may then return to school. |
| Meningitis (bacterial) | Exclude until well. | Not Excluded. |
| Meningococcal infection | Exclude until well. | Not Excluded. |
| Mumps | Exclude for 9 days or until swelling goes down (whichever is sooner) | Not Excluded. |
| Poliomyelitis | Exclude for at least 14 days from onset. Readmit on a medical certificate of recovery. | Not Excluded. |
| Psittacosis (Ornithosis) | Exclusion is not necessary. | No Excluded. |
| Ross River Virus (Epidemic Polyarthritis) | Exclusion is not necessary. | Not Excluded. |
| Rotavirus Infection | Exclude until diarrhoea and vomiting has ceased. | Not Excluded. |
| Rubella (German Measles) | Exclude till 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. |
| Shigella infection | Exclude until diarrhoea has ceased. | Not Excluded. |
| Streptococcal sore throat including Scarlet Fever | Exclude until the person has received antibiotic treatment for at least 24 hrs and the person feels well. | Not Excluded. |
| Thrush (Candidiasis) | Exclusion is not necessary. | Not Excluded. |
| Toxoplasmosis | Exclusion is not necessary. | Not Excluded. |
| Tuberculosis (TB) | Exclude until medical certificate is produced from appropriate health authority. | Not Excluded. |
| Typhoid and Paratyphoid | Exclude until medical certificate of recovery is produced. | Not Excluded. |
| Viral gastroenteritis (viral diarrhoea) | Exclude until diarrhoea ceases. | Not Excluded. |
| Warts (common, plan, plantar) | Exclusion is not necessary. | Not Excluded. |
| Whooping Cough (Pertussis) | Exclude until they have taken 5 days of a 14 day course of erythromycin or, if not treated, for 3 weeks from the onset of cough. | Exclude un-immunized household contacts aged less than 7 yrs from school for 14 days, or until they have been on antibiotic treatment for at least 5 days of a minimum 14 day course of antibiotics. |
| Worms | Exclusion is not necessary. | Not Excluded |

35. Student Health and Safety – Sun Smart Policy

The aims of the Sun Smart Policy is to promote among students, staff and parents:

- positive attitudes towards skin protection;
- lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths:
- personal responsibility for and decision-making about skin protection;
- Awareness of the need for environmental changes in schools to reduce the level of exposure to the sun.

The policy is for implementation throughout the year. The purpose of the policy is to ensure that all children attending school are protected from skin damage caused by the harmful ultraviolet rays of the sun.

As part of general skin protection strategies;

- children are expected to wear hats which protect the face, neck, and ears whenever they are outside
- There is a “NO HAT NO PLAY” policy.
- outdoor activities will be held in areas of shade whenever possible:
- staff will be encouraged to act as role models by practising Sun Smart behaviour:
 - wearing protective hats and appropriate clothing for all outdoor activities;
 - using an SPF 30+, broad spectrum, water-resistance sunscreen for skin protections;
 - Seeking shade whenever possible.

36. Travel Allowance

An allowance in accordance with the current Government rate, to help cover the costs of transporting children to and from school or bus pick-up point is available to those who have to travel 5 km or more one way.

Form ED226, accompanied by a sketch map, and must be submitted. If approved, a claim is submitted by you through the school at the end of each term.

37. Visiting the School

Parents and community members are welcome to visit our school, there is a protocol of making an appointment or contacting the school of your intentions.

On arrival and departure from school - parents are requested to visit the office and sign in and out.

38. Weather Procedures

During periods of extreme weather both hot and cold, a decision is made on a daily basis by teachers regarding outside play during break times. During hot weather, teachers also discuss with children strategies to assist in keeping themselves cool e.g. find a shady place, drink plenty of water. Similarly in extreme cold weather a decision is made regarding areas of the school which may be closed as they are not safe for play.

Penong Primary School

Respect Community Achievement



Government of South Australia
Department for Education

C/- Post Office, Penong SA 5690

☎ (08) 8625 1017

Email: dl.0338_info@schools.sa.edu.au

Eyre Highway

Playground

Administration Building

Library
Far West
Aquatics

Classroom
Environment

Office / Admin
Staff Area

Entrance
to Office

Resource/
Finance Office

Principal's
Office

PE Shed

Store

Computer Area

Classroom

Main Pedestrian Gate

Storage
Shed

Male Toilets

**Art &
Technology
Room**

Classroom

Preschool

Female Toilets

Vehicle Entrance
Drive With Care

Special Programmes
Room

Shower &
Disabled Toilet

Play Equipment

Car