



Government of South Australia
Department for Education

Welcome to East Torrens Primary School



Community Information Booklet

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Building a Community of Successful Learners

Welcome to East Torrens Primary School

We look forward to working with you and your family and value your participation in our school community.

This booklet has been designed to provide families and carers with general information about our school and policies and procedures.

The entries are organised alphabetically under subject headings for ease of reference.



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School Purpose Statement

East Torrens Primary School is a Reception to Year 6 primary school with a diverse and multicultural school population. The school has mainstream classes, junior primary and primary special classes and Intensive English Language Program (IELP) classes.

Our vision is to deliver high-quality curriculum that maximises each student's learning potential and builds knowledge and skill at a pace and in a manner that ensures every child masters the concepts outlined in the Australian Curriculum. An emphasis on Standard Australian English mastery supports the high proportion of students who have English as an additional language or dialect (EALD).

East Torrens is built on four core values; *Respect, Excellence, Empathy and Community*. These values underpin our school motto, "*Building a Community of Successful Learners*". Our leadership team and staff are committed to providing a high-quality education for all students and seek to maintain a strong focus on 21st Century learning and pedagogy; fostering a caring school community for all.



Our Nature Play Garden

School History

East Torrens Primary School (ETPS) is located in the North Eastern suburbs of Adelaide. The school was established on the former Newton Primary School site with 120 students in 2001 following the amalgamation of Hectorville and Newton Primary Schools. The school is comprised of 9 mainstream classes, 8 Intensive English Language classes, and OSHC Service and it also hosts 2 Special Education classes that provide specialised teaching and learning in a small class setting. Currently, there are approximately 360 students enrolled.

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SCHOOL ORGANISATION

SCHOOL TIMES

8.30 am	School grounds open with staff on duty
8.40am	Classes commence
10.40 - 11.00 am	Recess play
12:40 - 1:20 pm	Lunch play
3.00 pm	Students dismissed
3.15 pm	Staff supervision finishes

Students are not permitted to be on the school grounds prior to 8:30 am unless attending Before School Care at the school's Out of School Hours Care (OSHC) service. Any student who is not collected by 3.15 pm will be taken to the Front Office and placed in OSHC at the parent/carers expense.

On the last day of each term, school is dismissed at 2:00 pm.

ABSENCES

For the safety of students, parents/carers are requested to contact the school before 9.00 am when their child is absent. **Please call the school on 8337 1411 or send an SMS to 0407 949 271 to advise the school office.** If the school is unsure of the reason for a child's absence; parents/carers will be notified via SMS. A phone call is made to families to follow up on any unexplained absences that continue longer than three consecutive days. Accurate maintenance of the class roll is a legal requirement for teachers and we ask parents/carers to notify the school of absences as soon as possible.

ASSEMBLIES

Assemblies are held fortnightly on Friday afternoons in the gymnasium. All families/carers are welcome to attend. Assemblies are a wonderful opportunity to celebrate student achievement and support their developing leadership skills.

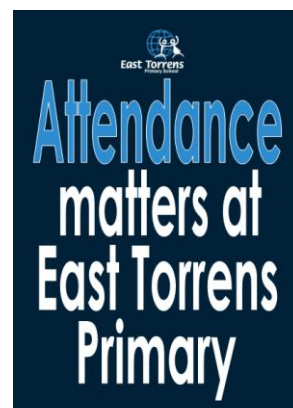
ATTENDANCE

Do I have to send my child to school every day? YES.

In South Australia, all children between the ages of 6 and 16 are required by law to attend school regularly.

Unless

- Your child is unwell.
- Your child has an infectious disease e.g. COVID-19, chickenpox, measles etc.
- Your child is going on a family holiday. (Please visit the Front Office for an exemption form to gain principal approval before you go away.)



BUILDINGS

The buildings have been named after the roads surrounding the school – Montacute, Robson, Curtis and Henry. All the classrooms have been numbered accordingly e.g. M6 (Montacute Room 6), R15 (Robson Room 15).

(Please see the map in the appendix for more information.)

If an organisation wishes to hire any part of the school buildings, grounds or equipment, applications must be made to the school. Please contact the Business Manager on 8337 1411.

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CUSTODY

Please inform the school at enrolment or when arrangements in custody details change. Corresponding legal documentation must be provided to the school. If there are specific limitations regarding access by a non-custodial parent, it is essential that the school is fully informed.

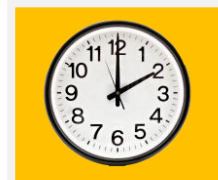
Both parents are entitled to information about their child/children's learning progress unless legal documentation states otherwise.

DVDS / YOUTUBE CLIPS

DVDs shown as part of the school program may be rated (F) Family, (G) General or (PG) Parental Guidance. DVDs/videos rated (PG) are reviewed by a staff member to check for suitability before they are used in the classroom. This agreement has been signed by parents/carers on their child/children's permission form. Teachers carefully select all YouTube clips before they are used in the classroom.

EARLY DISMISSAL

School is dismissed at 2:00 pm on the last day of each term.



ENROLMENT

Please visit <https://www.education.sa.gov.au/sites-and-facilities/education-and-care-locations/find-school-or-preschool> to check if East Torrens Primary School is your closest school.

You will need to read the disclaimer & press
[I UNDERSTAND]
before selecting the year/age level of your child/ren.
Then enter your full address including the street number.
A list of schools will appear with your closest/local highlighted in blue.

If East Torrens Primary School is your closest school then you can complete the [Registration of Interest](#) form. This can be downloaded from the website or collected at the Front Office for completion. Return the completed form to the Front Office or via dl.0971.info@schools.sa.edu.au with the following required supporting documents

Document 1: Birth Certificate OR Passport and VISA details

Document 2: Council Rates (Home Owners) OR Tenancy Agreement & Bond Receipt (Renters)

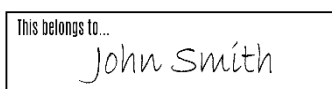
Document 3: Utility bill with your enrolment address shown (i.e.: Electricity, Gas, or Phone)

PLEASE NOTE: Your Registration of Interest will not be placed on our waiting list until all supporting documents have been received.

An Administration staff member will then contact you to advise of placement availability and/or to arrange a time to complete the Department for Education Enrolment form.

LOST PROPERTY

Please clearly label all students' clothing and other belongings. All lost clothing/personal items are kept inside the Montacute Building in a blue bin near the Community Notice board. Any unclaimed property at the end of each term is washed and sold as second-hand uniforms or sent to a charitable institution.



NON-INSTRUCTIONAL TIME (NIT)

As part of the industrial award, all teachers are entitled to non-instructional time (NIT) where their classes are taught by Specialist Teachers (Italian, PE, Science etc).

This time is used by teachers for:

- parent/carer meetings
- professional Development
- lesson preparation
- classroom organisation and planning
- planning for camps, excursions, school events
- co-operative planning meetings with other staff
- Performance Development meetings with leadership
- One Plan meetings

Our school provides Health & Physical Education, STEM (Science, Technology, Engineering and Mathematics) and Italian to all mainstream and special classes. Health & Physical Education and STEM lessons are also provided as part of the IELPC. Additionally, there is a first language program provided for students with Hindi, Punjabi and Chinese cultural backgrounds.

OUT OF SCHOOL HOURS CARE (OSHC)

Before and after school care is available at OSHC from 7.30 am to 8.30 am each morning and from 3.00 pm to 6.00 pm. East Torrens Primary School's Governing Council manages the OSHC service. An information pack is available at the Front Office.

Bookings can be made by calling 0401 121 298. If the phone is unattended, please leave a message. Please ensure you have advised your child of their OSHC booking.

Please note that the school office is not responsible for taking bookings.

To ensure the child/staff ratio is not exceeded, please make bookings as soon as possible.

Before School Care at least 24 hours prior

After School Care before 12 pm on the day

A Vacation Care program is also provided every school holidays and for most pupil free/school closure days, providing there are at least ten students booked in. Information about the vacation care program and times are provided before the end of each term. The service is closed on public holidays and over the Christmas/New Year break. **Please contact OSHC on 8365 9764 or mobile 0401 121 298 for further information.**

PROFESSIONAL DEVELOPMENT/PUPIL FREE DAYS

The school has an active Professional Development program in which all staff participate. Staff PD training days generally occur during weekly staff meetings, pupil free days and Partnership meetings during the school term. PD is focused around the School Improvement Plan and skill development.

PUNCTUALITY

Students must be at school on time ready to begin lessons at 8.40 am. Arriving late interrupts the learning of the class and interferes with your child's participation in the morning routines. Important information, as well as organisational skills, will be missed. **Teachers are required to document lateness and students who arrive late will need to sign in at the Front Office.**



RESOURCE CENTRE

The Resource Centre (library) is open every morning from 8.30 am for book returns. Books may also be returned during class library lessons each week. Families accept responsibility to replace or pay for any lost or damaged books.



SCHOOL SUPPORT OFFICERS (SSOs) & BILINGUAL SCHOOL SUPPORT OFFICERS (BSSOs)

School Support Officer Roles:

- Front Office reception duties.
- Finance - responsible for all monies, ordering and accounting within the school.
- Student support - which may include supporting students on NEP plans, Literacy Early Intervention programs and yard play supervision.
- Library support.
- IT Support.

Bilingual School Support Officer Roles:

- Support students who have recently arrived in Australia students and are attending our IELPC classes.
- Provide interpreting services for meetings with students and their families/carers and for students in class.

SECONDARY SCHOOL

Students from East Torrens Primary School attend various secondary schools. Our local feeder high schools are Norwood International High School, Morialta Secondary College and Charles Campbell College. The transition process for all Year 6 students enrolling in a public secondary school is now online.

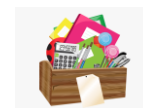


For more information about starting secondary school, please feel free to have a look at the available link <https://www.education.sa.gov.au/parenting-and-child-care/your-childs-enrolment/enrolment/online-registration-interest-form-starting-secondary-school>.

All our students will participate in a transition day prior to beginning high school the following year.

STATIONERY

Each student is issued with stationery at the beginning of the new school year and the Materials and Services Charge or School Card covers the cost for the majority of stationery items used within the classroom.



STUDENT CLASS PLACEMENTS

Parents/carers are asked to notify the Principal to make a request or discuss any issues that they would like to be considered regarding class placements for the following year. These matters need to be forwarded to the Principal in writing early Term 4. Requests for particular teachers cannot be considered. Our staff carefully take all factors into account when developing new class configurations and classes are set once a final decision is made.

TEMPORARY RELIEVING TEACHERS (TRT)

When teachers are away sick or attending training, a Temporary Relief Teacher (TRT) is employed to teach the class during the teacher's absence. All temporary relief teachers are fully qualified and are approved for employment by the Department for Education (DfE) before they are employed by the school.

UNIFORM DRESS CODE



The school's dress code is endorsed by the Governing Council and it is a school requirement that students wear the uniform every day. Our school colour is navy blue.

Uniform shirts and jumpers with the school logo, are available for purchase at the school through the Front Office staff. A price list is included in the school enrolment pack and is also available on request from the front office.



Pants, shorts, skirts, skorts (plain navy) and school dresses (navy blue/white check) are to be purchased from department stores (Target, Kmart, Big W or Best and Less etc.) Clothing items that are not an acceptable part of the dress code include denim jeans, logos, sporting brand names and patterns.

Year 6 students are able to purchase a special ETPS Senior jacket listing all the graduating students for the year. These are ordered at the end of the first term and are given to students at the beginning of Term 2.

Jewellery worn must be safe and appropriate e.g. no dangly earrings. Sensible shoes are required e.g. no thongs or high heels. Please clearly label your child's clothing so it can be returned, should it become lost.



Students are required to wear the school hat whenever they are outside, all year round. Hats that are lost will need to be replaced – No hat, no play.

Uniform Shop

The uniform shop is open weekly during each term and the week before school commences for the year.



VISITORS TO THE SCHOOL

All visitors must sign in electronically at the Front Office to obtain a printed visitor's badge which must be worn while on school grounds. This includes parents/carers and volunteers who visit classrooms to assist teachers or attend excursions. All allied health staff (occupational therapists, physiotherapists, speech pathologists etc.) are required as per DfE policy to provide a current Working with Children's Check before entering school grounds.



COMMUNICATION

ANNUAL REPORT

The school's Annual Report is finalised and published at the beginning of each new school year. The format for this report is directed by the Department for Education (DfE). The purpose of the Annual Report is to report to the community about the achievements that the school has made over the previous year and are aligned with the targets that are established as part of the School's Improvement Plan. **A copy of the Annual Report is available on the school's website.**



DIARIES / COMMUNICATION BOOK



Diaries are used to note homework, reminders, special activities and for teachers' notes to parents/carers and vice versa. Junior Primary teachers use a Communication Book in place of a diary. This provides an opportunity for teachers and parents/carers to communicate with each other on a variety of matters, including educational, social, and family matters which may impact each child's learning. Other communication platforms that some classes may use include Seesaw, Class Dojo and Google Classroom.

EMERGENCY CONTACTS

Emergency contact details are obtained at enrolment. It is very important that your child's records are up to date and that emergency contact phone numbers are current. Student information is updated in Term 1 of each school year, however, you can update this information at any time by contacting the school office or completing the Audiri app e-Form 'Emergency Contacts - Change of Details'.

Emergency Contacts - Change of Details

East Torrens Primary School

Instructions

Please complete this to update your child's Emergency Contact details

PRINCIPAL'S EMAIL

To email the school principal please use the following email address
lynette.simons472@schoolss.sa.edu.au

AUDIRI APP (Previously Skoolbag)

All notes, newsletters and school communication will now be made available to families via the Audiri App. This app is free and can be used on both Apple and Android devices.

Once your child is enrolled at East Torrens Primary School, please download and install the Audiri App to ensure you are receiving all communication. Instructions for installing and adding East Torrens Primary School are available on the school website.



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HEALTH AND SAFETY

BICYCLES

Students may bring bicycles, scooters etc. to school and place them in the bike shed which is locked during the day for security. Bicycles and scooters must not be ridden within the school grounds unless they are a part of a supervised activity such as Wheels Wednesday.



Wearing a helmet is compulsory.

Rollerblades and skateboards can also be brought to school on Wednesdays for the Wheels Wednesday lunchtime program.

CAR PARKING

Please observe and obey all posted signs concerning the car park areas:

- The Robson Car Park is restricted to taxis and school buses, as well as parents who have a valid school or government disability permit.
- The main car park behind the Robson building is for staff parking, NOT for general drop-off or pick up.
- Parents are asked to pick up or drop children off on Robson Road while keeping clear of the 'no parking zones'.
- If you need to park, please use Robson Road or nearby streets.
- Children are not to walk or run across the roadway or play in the car park area.
- Please use the footpaths at all times.



COLLECTING STUDENTS EARLY

For safety reasons parents/carers collecting students early must report to the Front Office to request an early pickup. Your child's teacher will be contacted and your child will come and meet you at the Front Office.

CUSTODY

The school must be informed about any custody orders. Documents pertaining to custody orders need to be sighted by the Principal and copies filed at the school. All documentation will remain confidential under the Department for Education Privacy Act.

DENTAL CARE

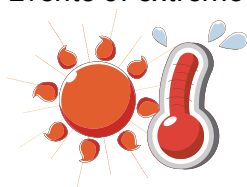
Dental Care is provided at Magill Dental Clinic. A small fee applies to families who are not eligible for School Card or a Centrelink Concession Card. This fee applies per child for each general course of dental care provided at the clinic.



To book an appointment or for more information please contact: 8333 0707

EXTREME WEATHER POLICY

Events of extreme weather will be determined by a School Leader.



For **HOT** weather: if the expected temperature is (36°C) students will have supervised play inside.



On **WET** days: If wet weather prevents outside play, students will remain indoors.

FIRE DRILL / EVACUATION / INVACUATION (Lock-In)

The school has a detailed fire drill, evacuation and lock-in procedure. These procedures are practised during each term to ensure both students and staff know what to do should an emergency situation arise.

FIRST AID



All staff undertake training in First Aid and refresher training is provided to staff every three years. Whilst on duty, every effort is made by staff to ensure the safety and welfare of students. Teachers on yard duty are identified by wearing orange vests and yellow hats and they carry a first aid waist bag to treat minor injuries. If a student is injured or unwell, they are accompanied to the Front Office with a note from the class teacher.

Front Office staff administer First Aid, record actions taken and notify parents/carers with a note sent home or phone call if necessary. If the injury or illness warrants further action, families are notified and asked to collect their child. In a medical emergency, an ambulance will be called and parents/carers will be informed immediately.

FOOD EDUCATION CENTRE (FEC) / CANTEEN

Governing Council organise 'hot lunches' from the school's Food Education Centre (FEC) on special occasions. The school canteen is currently paused due to COVID-19 protocols.

HEALTH CARE

Please advise the school if your child/children have any diagnosed medical conditions and/or allergies. Parents/carers will be given a Health Care Plan and/or Medication Agreement to be completed and signed by you and a doctor. This plan is provided to inform staff of the treatment plan for health conditions and/or allergies for your child. Copies of these forms will be kept in the First Aid cupboard in the Front Office and with the class teacher (*also refer to the topic: Medication*).

A Health Care Plan or Medication Agreement review is required every 12 months from the initial health care/medication plan date or whenever there is a change in the child's condition.

Please note that some students have severe allergies to certain foods, so we ask that students do not share their food.

INFECTIOUS DISEASES

For any information about infectious diseases, please refer to the link given for information about specific health conditions.

<https://www.sahealth.sa.gov.au/wps/wcm/connect/Public+Content/SA+Health+Internet/Healthy+living/Protecting+your+health/preventing+disease+and+infection/Youve+got+what/>



MEDICATION

If medication is to be administered at school, the parent/carer must ensure that the medication is in its original packaging with the pharmacy label clearly identifying the child's name and the recommended dosage. This must also be accompanied by a Medication Agreement completed and signed by both the parent and the doctor outlining the dosage and how often the medication is to be given.



Teachers are not responsible for administering medication except where no practical alternative exists. School staff do not have permission to dispense medication to students unless the doctor has completed a Medication Agreement form (available from the Front Office). Antibiotics can generally be given before school, at the end of the school day and before bed and do not need to be dispensed at school.

Please discuss any relevant medical issues with the Principal.

All medication must be handed into the Front Office and under no circumstances kept in your child's schoolbag. Exceptions are made if a child requires an Epipen.

PETS

Pets/dogs are not permitted on school grounds. Students may bring along a pet for 'Show & Tell' provided parents/carers have negotiated this with the class teacher beforehand and there are no students with specific allergies in their class.

SMOKING

Smoking is prohibited on school grounds at all times.



SUN SAFE POLICY

We are committed to raising awareness of the impact of UV radiation and the importance of skin protection both at school and at our OSHC and Vacation Care facilities

- Hats are worn all year round. No hat, no play.
- Our community is encouraged to wear a hat if outside for whole school community based activities
- Indoor areas are available at lunchtime as an alternative play space
- Break times will be inside whenever the temperature exceeds 36°C
- Extra care is taken for outdoor activities between 10 am and 3 pm
- Skincare protection measures are an essential requirement when planning outdoor events (camps, sports carnivals, excursions, swimming activities etc.) Rashie vests and close-fitting t-shirts over bathers are essential for all excursions and swimming and aquatic activities
- Clothes worn on Casual Days must also comply with Sun Smart Practices.



All staff and students have access to SPF 50+ broad-spectrum water-resistant sunscreen for outdoor activities and are encouraged to apply it before break times.

Sun Smart behaviour is regularly reinforced to the whole school community (newsletter and assembly) and skin cancer prevention is included in the beginning of year orientation activities, as well as in the Health/Science curriculum. Our Sun Safe Policy is reviewed every two years to ensure up-to-date practices.

TRUANCY

"Truancy is any intentional, unjustified, unauthorised, or illegal absence from compulsory education. It is a deliberate absence by a student's own free will and usually does not refer to legitimate excused absences, such as ones related to medical conditions".

Truancy is a serious concern and by law, children under the age of 16 must be at school every day, unless they are unwell or have a legitimate reason for being away. Any reoccurring absences will be followed up by leadership in accordance with the attendance policy.



WORK, HEALTH & SAFETY (WHS)

The Work, Health & Safety (WHS) Policy has set guidelines that are followed by all schools and a WH&S Leader operates at this worksite.

WORKING WITH CHILDREN CHECK (WWCC)

All teachers, pre-service teachers, support staff, School Services Officers, Governing Council members and volunteers by law require, a current Department of Human Services (DHS) Working with Children Check (WWCC) before starting work or working with children in a voluntary capacity. They must maintain a current check for the duration of their employment or volunteer role and this clearance is now valid for five years. ETPS continues to abide by clearly defined processes for recording up-to-date information. Volunteers who are working with a child for seven days or less per year and/or participate in an activity with their own child (apart from overnight school camps) do not require a WWCC.

MONEY MATTERS

CLASSROOM CONSUMABLES

Classroom teachers have a budget allocation to cover classroom purchases. These consumables are covered by the 'School Materials and Services' charge within the school fees. Your child's stationery is included in this budget.



EXCURSIONS / INCURSIONS



Teachers organise school excursions to complement their learning programs. Information is always sent home to parents/carers to explain the purpose and cost associated with any planned excursions. Cost is always a consideration when planning excursions and every effort is made to ensure parents/carers are given enough warning, so they can budget for any payments that may be requested. Late payments cannot be accepted after the due date of an excursion unless prior arrangements have been made with the Business Manager or one of the school leaders.

Teachers may request parent/carer volunteers to help with the special event. Volunteers must have a current Working with Children Check (WWCC) if they are volunteering with children apart from their own child.

FINANCE OFFICE

Our Finance Office is run by our Business Manager, Mrs Kavita Mer. The Finance Office hours are 8.30 am until 3.30 pm. Contact details are 8337 1411, please press option 2 for Finance or Email dl.0971.finance@schools.sa.edu.au

FINANCIAL MANAGEMENT

Financial Management at East Torrens Primary School is based on the guidelines laid down by the Department for Education. The Finance Committee, which consists of the Principal, staff and parent/carer representation, under the guidance of the school's Governing Council oversees the school budget.



MATERIALS & SERVICES CHARGE

Materials and Services Charges are set each year by the Governing Council and are in line with the Department for Education recommendations. Parents/carers are asked to pay their school fees by the end of the first term. Payment plans can be organised through the Business Manager. Internet Banking and EFTPOS facilities are available. Any fees that remain outstanding after the payment due date will be followed up by the Debt Collection Agency as per school policy guidelines (unless prior arrangements have been made).

MONEY COLLECTION

Students are expected to return all payments to their class or school office in an envelope clearly stating the student's name, classroom number, amount enclosed and the reason for payment. Receipts are given to the class teacher to pass on to the students. Late and part payments can be negotiated with the Business Manager or a Senior Leader.

Student Name:	_____
Class:	_____
Purpose of Money:	_____
Amount Enclosed:	\$ _____
Change Required:	\$ _____

SCHOOL CARD

The School Card Scheme provides financial assistance towards the cost of yearly school fees for families on a low income. School Card must be applied for each year and the application form is now completed online. To apply or to see if you are eligible, please visit <https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

PARENT INPUT

GOVERNING COUNCIL

The role includes:

- being accountable to the Education Minister for developing, negotiating and meeting the objectives and targets from the school's Site Improvement Plan
- participating in meetings twice a term in week 3 and week 8
- monitoring key indicators and levels of client satisfaction
- reporting back to the school community (Annual Report)
- local policy development responsibilities within DfE frameworks (e.g. curriculum and program initiatives)
- participating in the selection process for Principal positions
- overseeing employment of OSHC staff
- allocating resources.



Sports Day long jump fun

Governing Council members include the Principal, the School Leadership Team, a staff representative and a nominated parent committee. All families and carers are welcome to attend meetings, however, are unable to vote unless they are nominated members of the Governing Council.

NEWSLETTER

Our school newsletter is published on the school website and is also sent to families via the Audiri App. Key dates regarding events in the life of the school are included in the newsletter to keep our school community informed.



VOLUNTEERS

We welcome all volunteers and greatly value their input in our school community. As part of the Department for Education guidelines, our volunteers must provide a current Working with Children Check (WWCC), and Responding to Risks of Harm, Abuse and Neglect – Education and Care Certificate (RRHAN-EC) for our school records. An induction with the Business Manager will be arranged prior to starting. Volunteers who are working with a child for seven days or less per year and/or participate in an activity with their own child do not require a WWCC.

Volunteers are required to sign in and out at the Front Office and wear a volunteer badge whilst on site.

Volunteering roles may include:

- Governing Council Representatives
- classroom assistance/listening to reading
- sports coaching and administration
- attending camps and excursions
- Sports Day assistance
- library support

Please see the Business Manager if you are interested in volunteering.

STUDENT LEARNING

Teachers use the Australian Curriculum for planning and programming in all subject areas. These are English, Maths, Science, Humanities and Social Sciences, The Arts, Technologies, Languages and Health and Physical Education

ASSESSMENT & REPORTING

Student progress and achievement are assessed in a variety of ways including reviews, rubrics, self-assessment, tests, project evaluations, Progressive Achievement Tests in Reading (PAT-R) and Mathematics (PAT-M) and the National Assessment Program - Literacy and Numeracy (NAPLAN) testing for Years 3 and 5 students.

Reporting and assessment is provided to families via a written report in Terms 2 and 4. These reports are based on evidence of achievement against the relevant Australian Curriculum standards and a corresponding A-E grade or word equivalent is given. Teachers also use informal notes and discussions, workbooks, communication books and diaries to communicate student progress to parents and carers. Student and teacher interviews are generally held in Term 1. An additional meeting can be organised at any time to address any concerns parents/carers may wish to raise with their child's class teacher.

CASUAL DAYS

At the end of each term, students are encouraged to wear casual clothes and are asked to donate a gold coin towards school fundraising and/or a nominated charity.

ENGLISH AN A SECOND LANGUAGE (EALD)

English as an Additional Language or Dialect (EALD) support is provided to students who have come to school with a language other than English as their first language. Students engage in a range of activities with support from the EALD support teacher who ensures they develop proficiency in all areas of English.

EXCURSIONS / INCURSIONS



Excursions are part of our Australian Curriculum and are planned for students to have the opportunity to engage in new learning experiences in different settings. The class teacher carefully considers all excursions for their educational value and cost. The school may invite various musicians and/or performers on occasions to come and perform at an Assembly or as a special event.

FIRST LANGUAGE MAINTENANCE PROGRAM

This program supports students who speak Hindi, Punjabi, and Chinese. It allows students to explore their cultural identity by sharing their knowledge and experiences with others and further develop their competency in speaking, reading and writing in their first language.

HOMEWORK

Homework is seen as an extension of a student's learning in class. Homework plays an important part in the consolidation of knowledge and is an expected part of the curriculum.

At East Torrens Primary School we give homework to students in Years 3 – 6 and Junior Primary students are expected to read and practise their spelling words each night.

Homework is only given Monday to Thursday and the recommended maximum times are listed as a general guide.

- Year 3 – 20 mins per night
- Year 4 – 25 mins per night
- Year 5 – 30 mins per night
- Year 6 – 35 mins per night



Each class teacher will, however, have their own policy, which will cover:

- how often it is set
- the type of work given
- marking procedure
- communication with parents

It is important to note that homework should be seen as a continuation of work already commenced. It is not new work, which requires excessive parent help. Some children may wish to spend more time on follow-up work in an area of interest e.g. reading, computers, art etc. and this should be encouraged.

Tasks set for homework should fit into one of the following categories:

- completion of work
- researching a topic
- reading



As students move into the Upper Primary Years, more challenging activities are set to help students learn useful study habits in preparation for secondary school.

INFORMATION & COMMUNICATION TECHNOLOGIES

Digital technology is an integral part of our curriculum program. We have interactive Smart TV's in the classrooms and Resource Centre. Every student is allocated a Chromebook for school use. The Chromebooks belong to ETPS and remain at school. We also have iPad class sets for student use.



All computers, Chromebooks and iPads are networked and have access to the Internet. Students have access to other multimedia software including digital cameras, scanners and video cameras to support their learning with information technology.

Professional Development for staff is regularly provided to ensure our staff are continually developing and honing their ICT skills.

INTENSIVE ENGLISH LANGUAGE PROGRAM (IELP)

East Torrens Primary School is one of the South Australian Primary Schools offering the Intensive English Language (IELP) through our Intensive English Language Centre (IELC).

Intensive English Language Centres provide Intensive English Language support for students who:

- were born overseas in a non-English speaking country, and have been in Australia for no more than 12 months (18 months for Junior Primary age students)
- is a Refugee, Migrant or approved Temporary Resident

Our role is to prepare students for a successful transition into Mainstream school and assist them to build the confidence needed to live in their new community. Generally, students learn within the program for 12 months. At East Torrens Primary School we highly value our diverse community and

support cross-cultural and intercultural knowledge and understanding across the school and wider community. Many of our IELC students continue their schooling in Mainstream with us at ETPS.

Further information can be obtained from our IELC Senior Leader **Yiota Chronis**.

yiota.chronis220@schools.sa.edu.au

SCHOOL ATTENDANCE & EXEMPTIONS

If you wish to take your child/ren away from school for a period of more than three days and up to 12 months (e.g. to visit family overseas or on an extended family holiday) please visit the Front Office to complete an 'Exemption Form' which needs to be signed by you and the Principal before you go away. For any exemptions lasting longer than 12 months, an application must be made to the Department for Education.

SPORTS DAY

Sports Day is held every year in Term 1 (weather permitting). All families are invited to attend this special community event. Sporting House Leaders are voted in each year to represent the three school teams. These houses are named Amber, Heath and Reid.



STUDENT BEHAVIOUR MANAGEMENT

Our school behaviour code is based on building respectful relationships between students, parents/carers and staff. All classes develop a class code for successful learning based on our four core values, Respect, Excellence, Empathy and Community. There are avenues including weekly SRC meetings, and Restorative Practice's with the support of the Wellbeing Leader for students to raise concerns such as harassment and bullying within the school. These concerns are treated seriously and are addressed in a timely manner.

STUDENT VOICE

At the beginning of each year, class members vote for their class peers to represent them on the Student Representative Council (SRC). The representatives then take concerns raised in Class Meetings to their SRC meetings.

SWIMMING / AQUATICS

Swimming lessons are held at 'The ARC' Campbelltown in Term 3 for students from Reception to Year 5. Year 6 students attend two days of aquatic sessions at the Department for Education facility at West Lakes in Term 4. The students in the Special Classes attend swimming lessons at The Parks Recreation and Sports Centre.



THE WAY TO 'A'

East Torrens Primary School uses a common language-based program called 'The Way to A'. This program presents a simple, logical and systematic strategy that clarifies and teaches students how to manage their behaviour and be aware of the choices they make. Students are encouraged to think before they act by deciding "am I making an A or B choice?" This simple approach has been adopted by the whole school and helps our students feel successful when making positive choices.

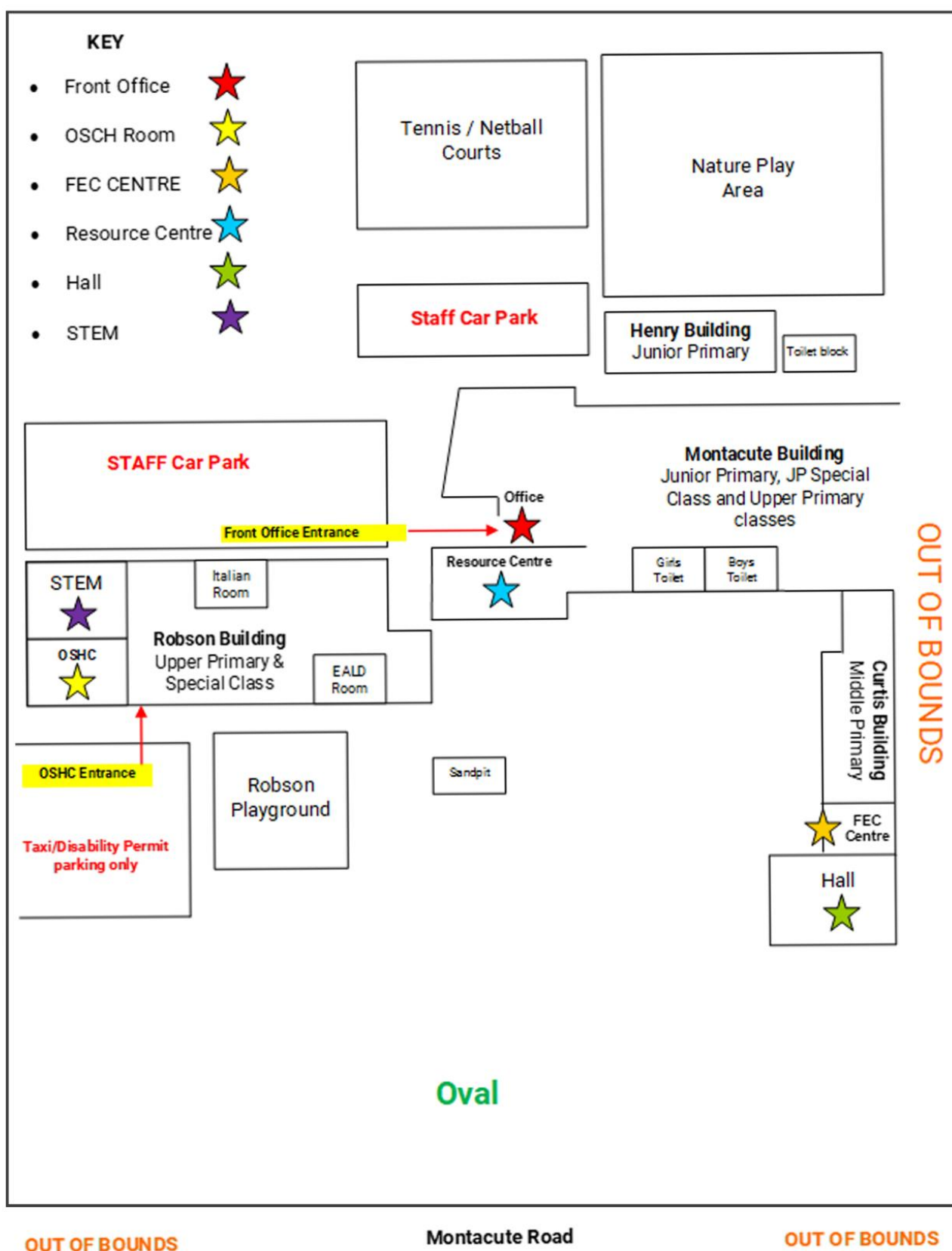
SCHOOL ACRONYMS

Some of the words and letters used in Education:

ACEO	Aboriginal Community Education Officer
AEU	Australian Education Union
AC	Australian Curriculum
AGM	Annual General Meeting of the Governing Council
BSSO	Bilingual School Services Officer
DfE	Department for Education
EALD	English as an Additional Language or Dialect
EO	Equal Opportunities
ETPS	East Torrens Primary School
FamSA	Families SA
FEC	Food Education Centre
GC	Governing Council
IELPC	Intensive English Language Program Centre
MYL	Multi-Year levels
NAPLAN	National Assessment Program – Literacy and Numeracy
NIT	Non Instructional Time
PAT-M	Progressive Achievement Test - Mathematics
PAT-R	Progressive Achievement Test – Reading
PE	Physical Education
SIP	Site Improvement Plan
SRC	Student Representative Council
SSO	School Services Officer
T & D	Training and Development
TRT	Temporary Relieving Teacher
WH&S	Work, Health & Safety



SCHOOL MAP





Behaviour Development Flowchart

Excellence

Respect

Community

Empathy

Leadership Procedures

Exclusion

(Extreme Persistent and Disruptive Behaviour)



Internal or External Suspension

(Persistent and Disruptive Behaviour)



Take Home

(Behaviour Slip and contact with Parent/Caregiver)



Office Time Out

(Behaviour Slip and Automatic Detention)



Classroom Procedures

Support Class

(15-20 Minutes)



Class Time Out

(5-10 Minutes)



Warning / Reminder

(Code of Conduct)

SUCCESS FOR EVERY CHILD

This policy is based on the following principles:

- Families, society, peers, staff and other significant adults influence the choices of young people
- DfE operates within the context of the wider community and together we are responsible for preparing young people for successful participation in society
- DfE and school communities, services and agencies work together to create learning communities which are:
 - safe
 - inclusive and equitable
 - conducive to learning
 - free from harassment and bullying
- Equity for all students to maximise their learning opportunities and outcomes
- Student must be supported to accept responsibility for their own behaviour according to their stage of development.

STAFF RESPONSIBILITIES

- Staff are positive role models for students
- Establish a cohesive, positive and supportive class culture: clear boundaries, negotiated expectations and rules
- Ensure that expectations are consistent and developmentally appropriate for all students
- Ensure students understand the impact of inappropriate behaviour and that consequences are implemented in a fair and just manner using a restorative approach
- Embed East Torrens Primary School values of **RESPECT, EXCELLENCE, COMMUNITY & EMPATHY**
- Provide a relevant, engaging and differentiated curriculum that supports learning for all students
- Establish positive relationships with parent/caregivers; early personal contact is essential
- Implement strategies to encourage and develop positive behaviour, document plans with parent input
- Work in partnership with families, Wellbeing Leader and Pastoral Care Worker to support at risk students
- To understand that behaviour is a form of communication
- Explicitly teach and support key ideas, concepts and processes to support behaviour learning.

RESPECT EXCELLENCE *Empathy* **community**

BE PROACTIVE

Stage 1

Behaviour Steps clearly defined and established within the classroom. All behaviour steps recorded in Classroom Behaviour Book (for easy reference when required).

- Warning / Reminder
- Class Time Out
- Support Class Time Out
- Office Time Out
- Take Home
- Internal or External Suspension
- Exclusion

* Leadership intervention at the request of the teacher.

When implementing a Take Home, Leadership to contact the parent/caregiver.

BEHAVIOUR SUPPORT

Stage 2

Where inappropriate behaviour continues:

- Teacher to contact Wellbeing Leader to discuss and review behaviour strategies/plans already tried.
- Wellbeing Leader and teacher/s to develop and implement a simple class/in school plan to support behaviour change. The plan could include alternative arrangements.
- Teacher and Wellbeing Leader to meet with Parent/Caregiver and student to discuss plan, ensuring that behaviour is monitored and communication with all parties is effective.

IF INAPPROPRIATE BEHAVIOUR CONTINUES

Stage 3

- Wellbeing Leader to contact parents/caregivers.
- Behaviour Learning Support Plan established in consultation with all stakeholders, monitored and reviewed on a regular basis, as advised.
- Referral for Interagency Behaviour Coordinator support if necessary.
- Teacher, Wellbeing Leader and Assistant Principal (if necessary) to discuss further actions/support plans.

IF INAPPROPRIATE BEHAVIOUR CONTINUES

Stage 4

- Wellbeing Leader to refer student to Assistant Principal. Discussion with Student Review Team (Leadership).
- Assistant Principal to meet with all stakeholders.
- Consequence for ongoing unacceptable behaviour is suspension.
- Re-entry meeting held on return from suspension with referral to IBSC (if not already in place).
- Student Behaviour Development Plan established with Wellbeing Leader, Senior Leader & Principal.
- Monitor and review in consultation with all stakeholders
- Exclusion if behaviour continues and/or escalates.

Inappropriate behaviour – ongoing behaviour that disrupts teaching, learning and play

Unacceptable behaviour – intentional violence, abuse, bullying including electronic illegal activity



Guide to Multi-Age Groupings

WHAT IS MULTI-AGE GROUPING?

A multi-age class has children from different ages intentionally grouped for learning. Examples of this in a school could be Years R/1, Years 2/3, Years 5/6.

WHY DO WE HAVE MULTI-AGE CLASSES?

Children belong to a variety of groups. Some of these groups have a diverse age range. Within families, neighbourhood and friendship groups, sports and clubs, younger and older children play and learn together.

In schools, the arrangement of classes into multi-age groups provides the opportunity for children to work with others of various ages and benefit from the broad range of knowledge, skills and experience in the class.

This way of organising classes assists schools by:

- Providing more options for placing children and teachers
- Allowing junior primary classes to begin the year with a small group of children and admit reception children throughout the year
- Providing flexibility in class structures to provide for needs of individual children and identified groups enabling even class sizes and even distribution of boys and girls across classes
- Building long term relationships between teacher, child and parents when children stay with the same class teacher over a number of years
- Giving students opportunities to work and associate with others on the basis of skills, abilities, interests, personality and age
- Providing an opportunity for a wider range of relationships and social experiences
- Allowing children of different ages to be supportive of each other
- Providing an opportunity to appreciate the diversity of talents, skills and abilities of classmates
- Allowing teachers to meet the needs of individual learners

HOW ARE THE “CONDITIONS OF LEARNING” MET IN MULTI-AGE CLASSROOMS?

- Students are *immersed* in a broad educational environment and wide range of activities.
- Students have opportunities to *demonstrate* their skills and understandings to their classmates as well as learning from others.
- We expect students to be successful learners. In a multi-age classroom these *expectations* are placed within a broader framework of educational outcomes.
- Students are encouraged to take *responsibility* and to make decisions about their own learning. They have the opportunity and responsibility to be supportive and be supported.
- Students in a multi-age classroom have a real life opportunity to use, *employ* and practise their developing skills.
- Learners need to receive relevant, appropriate, readily available, non-threatening *responses* through exchanges with others more knowledgeable. In a multi-age classroom this is met by peers as well as adults.

WHAT ARE THE ADVANTAGES OF MULTI-AGING? ADVANTAGES FOR CHILDREN

- It allows the individual growth of each child. They can find their own levels in social, intellectual and physical areas.
- The classroom is more secure as a group of children usually remain the responsibility of the same group of teachers over an extended period. Newcomers enter a stable and ordered atmosphere.
- Older children are encouraged to develop responsibility and independence. Children are able to care for each other. They are able to learn from each other both in behaviour and “work”. Children can provide reading and writing models for each other.

WHAT ARE THE ADVANTAGES OF MULTI-AGING?

- Children have more opportunity to show initiative and independence when working in small groups or individually.
- Children are able to work at their own levels in smaller groups where more individual help is available.
- Children have the opportunity to:
 - Move from youngest to eldest in the group
 - Work together and learn from each other
 - Work at their own rate, experience success and acknowledge the success of others
 - Accept, value and care for others as individuals
 - Be in the same class as other members of the family group
 - Foster a 'sense of community' as they share the responsibility for learning
 - Stay with same class teacher over a number of years enabling teachers to develop a realistic and detailed understanding of each child, their ability and their potential

SOME FREQUENTLY ASKED QUESTIONS:

Does the placement of my Year 5 child in a Year 4/5 class rather than a Year 5/6 mean he/she is less able?

Year levels indicate the length of time spent at School and not the knowledge, skills and experience of children in that year level. Classes/groups of children are made up of individuals operating at different rates and levels.

In determining the placement of children in multi-age classes, teachers consider maturity and independence, gender, friendship groups, length of time spent with the teacher, balance of class numbers, physical layout of the school and parent/caregiver requests.

Will my child miss out on any work or have to go through similar work again, as a result of being in a multi-age group?

When children move from class to class they continue to work at their own rate with support and encouragement from the classroom teacher and the classroom program.

There are times when children do 'revisit' particular topics or concepts as a part of learning. This enables them to develop their thinking, build on previous knowledge and explore other possibilities.

Records of each child's learning are kept in a variety of ways by schools, to assist teachers in identifying growth and levels of development. This information is shared with other teachers, parents and the child. These records form the basis of planning and programming future activities that build on the knowledge, skills and experience of each child.

Will my child's learning be hampered in any way if he or she spends time helping other children?

This interaction assists each individual's learning. When children work together cooperatively, each child's ideas and understandings are clarified and developed through sharing, explaining and exploring with others.

Working with others gives children opportunities to practise what they have already learnt, to use skills in a variety of situations and to share different learning styles and strategies.

These experiences also enable children to develop skills in cooperation, communication and leadership, to build confidence and self-esteem, and to accept and value difference in each other.

With the wider age range in multi-age groups, is it more difficult for the teacher to provide individual attention to my child?

In any class there is a range of abilities and teachers are able to cater for individual differences. Teachers work in a variety of ways, sometimes with the whole class, perhaps for a class story, discussion or sharing time; but more often with small groups or individuals. In the process of learning children use resources and materials, explore, plan and design, experiment, talk, share and record their investigations and achievements. Throughout this process teachers monitor children's learning and record it in a variety of ways.





STUDENT INFORMATION

BULLYING... NO WAY!

HOW TO STOP BULLYING AND HARASSMENT

DON'T TAKE IT!

YOU HAVE THE RIGHT TO BE SAFE

DON'T DO IT!

**HELP MAKE OUR SCHOOL A SAFE AND CARING
ENVIRONMENT FOR EVERYONE**

WHAT IS BULLYING AND HARASSMENT?

BULLYING

Bullying is an abuse of power, where a person or group uses their behaviour to hurt, upset, scare or shame another person.

HARASSMENT

Harassment is unwanted and unwelcome behaviour that is usually but not always repeated.

Bullying and harassment at school can involve students, teachers, school support staff or parents/caregivers.



8

PHYSICAL- hitting, pushing, kicking, touching, rubbing, grabbing, taking/damaging property and using a weapon

SEXUAL- any unwelcome written, visual, verbal or physical contact of a sexual nature

VERBAL & WRITTEN - spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, rumour spreading

FACE & BODY SIGNALS - Looks, stares, facial expressions, hand signs

CYBER - using social networks (Facebook), voice and text messages, photographic and video images

GRAFFITI - using pictures, tags or words

GROUP - forming groups to exclude ignore and/or disrespect others

INDIRECT - influencing or organising someone else to bully or harass

DISCRIMINATION - Discrimination in schools is against the law and harms relationships. Bullying and harassment can be discriminating against a person's:

- **Gender** - being male or female
- **Cultural or spiritual identity/race/ethnicity** - cultural beliefs, religion, language, heritage, clothes, food, skin colour or physical appearance
- **Appearance** - body shape and size, clothes and accessories
- **Disability** - physical, intellectual, medical or psychiatric disability
- **Socioeconomic Status**
- **Age** - the age of a person



WHERE CAN BULLYING AND HARASSMENT OCCUR?

- on the way to and from school.
- In the school yard or on the oval
- In the classroom
- In the corridors
- At the toilets
- On electronic devices and the internet
- On excursions and camps
- Or anywhere.....



DO YOU BULLY OR HARASS?

If you hurt, upset, scare or shame another person, a teacher must deal with the problem.

You will be given a fair opportunity to:

- show that you are willing to take responsibility for and talk about your behaviour
- show that you are sorry for your actions and what you did
- make suggestions to help repair the harm and damage you have caused

We may offer you:

- counselling
- skills training
- special programs to help you stop bullying and harassing
- a meeting with your parents

If you continue to bully and harass, you will face more serious consequences.

WHAT TO DO IF YOU ARE BEING BULLIED

If you are being bullied -

- don't bully back
- Tell your classroom teacher or yard duty teacher
- Ask a friend for help
- Make an appointment to see the Wellbeing Leader, Assistant Principal or Principal. You can take a friend with you to support you
- Tell your parent or caregiver, and ask them to contact a staff member at the school.

DON'T WATCH BULLYING HAPPEN! DON'T BE A BULLYING BYSTANDER

A bystander is an onlooker or spectator who watches bullying and harassment towards another person.

Be part of the solution not part of the problem.

- let the person doing the bullying know that what they are doing is wrong
- if you watch silently or laugh, you are helping the bully
- use assertive body language and say "Stop it. Leave them alone!"
- help the situation by taking away the audience—WALK AWAY!
- encourage the person who is being bullied to get away from the situation and ask for help from an adult
- if you know someone is being bullied it is your responsibility to tell a teacher, Assistant Principal, Principal or Wellbeing Leader.



WHAT DOES THE SCHOOL DO ABOUT BULLYING?

At East Torrens Primary School we do a lot of things to prevent bullying and repair relationships.

Teachers will teach strategies on how to:

- handle bullying and what to do about it
- be confident, and get along with others
- bounce back and be resilient
- listen to and support the person who has been bullied
- keep yourself safe



Teachers will:

- work with the student who has been the 'bully' and get them to think about the consequences of their actions
- give consequences to students who bully others. The consequences may include time out, restricted play, take home or suspension
- talk with parents of students who bully
- provide opportunities to repair and restore relationships



CHILD PROTECTION



KEEPING SAFE: CHILD PROTECTION CURRICULUM & POLICY

At East Torrens Primary School we value

- Respect
- Empathy
- Excellence
- Community

Summary of topics	Early Years Band: Ages 3 – 5	Early Years Band: R – 2	Primary Years Band: 3 - 5	Middle Years Band: 6
The right to be safe	<ol style="list-style-type: none"> 1. Feelings 2. Exploring the concepts of safe and unsafe 3. Early Warning Signs 	<ol style="list-style-type: none"> 1. Feelings 2. Being safe 3. Early Warning Signs 4. Risk taking and emergencies 	<ol style="list-style-type: none"> 1. Exploring the concept of safety 2. Reviewing the concept of Early Warning Signs 3. Unsafe situations and acceptable risk taking 	<ol style="list-style-type: none"> 1. Safety and risk taking 2. Early Warning Signs and emergencies
Relationships	<ol style="list-style-type: none"> 1. Identity and relationships 2. Fair and unfair 3. Trust and networks 	<ol style="list-style-type: none"> 1. Trust and networks 2. Rights and responsibility 3. Use of abuse of power 	<ol style="list-style-type: none"> 1. Understanding rights and responsibilities 2. Trust and networks 3. Developing personal identity 4. Power in relationships 	<ol style="list-style-type: none"> 1. Rights and responsibilities in relationships 2. Power in relationships 3. Bullying as an abuse of power
Recognising and reporting abuse	<ol style="list-style-type: none"> 1. Privacy and names of parts of the body 2. Touching 3. Recognising abuse 4. Secrets 	<ol style="list-style-type: none"> 1. Names of parts of the body, privacy and touching 2. Recognising abusive situations and secrets 	<ol style="list-style-type: none"> 1. Privacy and names of parts of the body 2. Recognising abuse, neglect and unsafe secrets 3. Internet, telephone and media safety 	<ol style="list-style-type: none"> 1. Recognising abuse 2. Identifying abuse and neglect 3. Electronic media abuse
Protective strategies	<ol style="list-style-type: none"> 1. Strategies for keeping safe 	<ol style="list-style-type: none"> 1. Practising Protective strategies 2. Persistence 	<ol style="list-style-type: none"> 1. Problem-solving for keeping safe 2. Review of networks 	<ol style="list-style-type: none"> 1. Problem-solving strategies 2. Network review and Community Support



INTRODUCTION

The child Protection Policy is based on these principles:

- The safety of children is paramount
- Children are the most vulnerable member of society
- Children need to know and believe that they have a right to be safe at all times
- Children are entitled to basic human rights regardless of special needs, cultural or socio-economic factors
- Children are deserving of respect, care and protection
- Children are entitled to the support of an advocate on their behalf

LEGISLATIVE REQUIREMENTS

It is a legal requirement for DECD employees and a school's responsibility:

- To report all suspected cases of abuse and neglect
- To ensure that all employees and volunteers have an appropriate level of training to be able to recognise abuse and neglect
- To ensure that effective abuse prevention programs are implemented
- To implement a curriculum that addresses issues of child protection

Children's Protection Act (1993) and DECS Child Protection Policy (1998)

Under the Child Protection Act, DECD has a legislated responsibility with other agencies to protect children and young people from abuse in its own settings and in the wider community.

Schools and sites have the responsibility, reinforced by Anti-Discrimination Legislation and Duty of Care to protect and care for every learner

DEFINITIONS OF CHILD ABUSE

- **Physical Abuse** is deliberate physical harm inflicted on a child/young person
- **Sexual Abuse** occurs when someone in a position of power involves a child/young person in sexual activity
- **Emotional Abuse** occurs when words and actions are directed at a child/young person whereby social competence and self-esteem are undermined or eroded
- **Neglect** is characterised by the failure to provide for a child/young person's basic needs

ROLES AND RESPONSIBILITIES

Staff at East Torrens Primary School are committed to the implementation of the Child Protection Curriculum.

They will ensure that students:

- Are able to recognise and report abuse
- Understand power in relationships
- Develop protective strategies, including help-seeking behaviours
- Create positive, healthy understanding of relationships and sexuality

School staff will:

- Implement the Child Protection Curriculum
- Provide families with information and opportunities for questions and comments
- Undertake necessary Training and Development opportunities that will be provided for all staff and volunteers
- Be sensitive to students from culturally and linguistically diverse backgrounds, including Indigenous students and students with disabilities
- Include the provision of an ethical climate where adults respond to, listen to and respect children and young people in a supportive learning environment where:
 1. Respectful and caring relationships are fostered
 2. Children and young people are encouraged to develop a strong sense of self worth
 3. Staff are supported to develop the skills, understandings and dispositions to recognise and respond to suspected abuse and neglect
 4. Effective abuse preventions are implemented in all DECD Schools and settings

EAST TORRENS PRIMARY SCHOOL CHILD PROTECTION PROGRAM SUPPORTS STUDENTS TO:

- Develop knowledge, skills and understanding to achieve and maintain personal safety
- Participate in a range of developmentally appropriate experiences, which are responsive to individual needs and interests
- Gain appropriate support and advocacy from adults
- Develop positive responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from both harassment and abuse

CHILD PROTECTION CURRICULUM THEMES

- We all have the right to be safe
- We can help ourselves to be safe by talking to the people we trust

Role of a Pastoral Care Worker

The NSW role of a Pastoral Care Worker (PCW) or Wellbeing Support Officer (WSO) can include:

- whole school services:
 - working with school leaders and wellbeing staff to create a school environment that promotes the wellbeing of all students
 - supporting school camps, excursions and events
 - supporting community activities that connect the school to external partners and organisations
 - supporting school programs such as breakfast clubs, sporting group, social and other extra-curricular activities
- group services:
 - supporting the delivery of structured social emotional learning programs
 - running recess and lunchtime activities
 - providing classroom support
 - supporting learning groups – reading groups, homework groups
- one-to-one services:
 - working under the guidance of school leaders and trained wellbeing staff to support students experiencing difficult situations, including grief, crisis and personal or emotional challenges
 - working with school leaders and wellbeing staff to provide information and referrals to additional supports, including community services
 - providing individual learning support as agreed with school leaders and wellbeing staff
 - mentoring and coaching.

PCWs and WSOs don't provide counselling services to students. They work under the supervision and guidance of trained wellbeing staff to support individual students or groups of students.

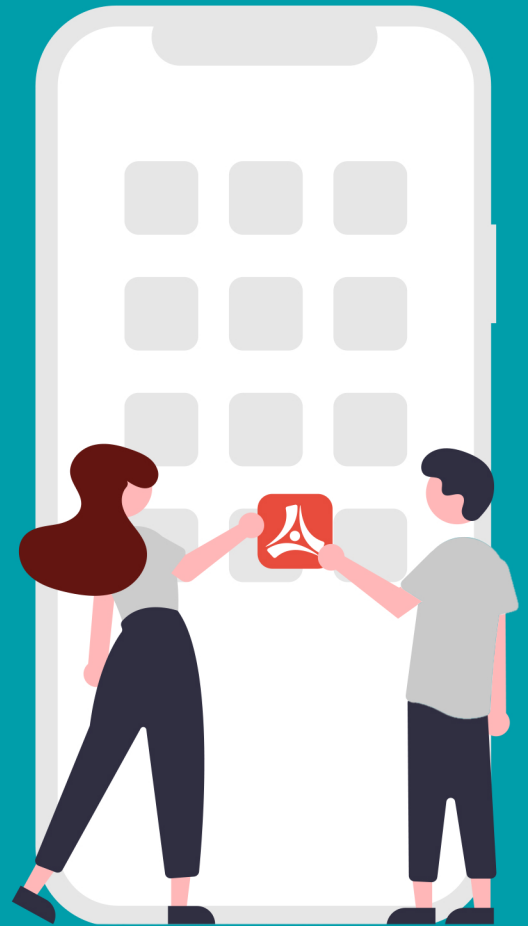
PCWs can be of any faith. WSOs can be of any faith, or no faith. Both are prohibited from proselytising under the [project agreement \(PDF 9.4KB\)](#). (Proselytising is defined as trying 'to persuade someone to share your beliefs, especially religious or political beliefs' – [Collins Dictionary](#)).

Install the App in 4 easy steps!



The free Audiri school app offers parents a convenient way to stay up-to-date with the school calendar, last-minute forms, newsletters, all school communications, and even make cashless payments. With Audiri, you can get started in just a few minutes by following these simple steps:

1. Open the Apple App Store or the Google Play Store and search for 'Audiri'. Install the app.
2. Create an account and follow the prompts. Click 'Sign up'. Enter your email address, create a password and click on 'Sign up'. A confirmation email will be sent to confirm your account. Open the confirmation email and confirm your account.
3. Open the app, and click 'Add/Remove'. Type your school's name and press enter.
4. Tap the + icon to add. Now you can see your school, under My Schools & Services.



Search Audiri in the app store



audiri.com.au

