2015
A-Z Guide to
Kidman Park Primary School
VALUES

At Kidman Park Primary School
• We respect and care for ourselves, others, our community and our world.
• We are responsible for what we say, what we mean and what we do.
• We achieve our personal best for ourselves, for others and for the future.

MISSION

At Kidman Park Primary School our purpose is to engage every student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

VISION

Our vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential.

MOTTO

Aspire and Soar
Thankyou for showing an interest in our school.

Kidman Park Primary School has been serving the local community since 1967. The school has a long tradition for providing dynamic and diverse learning programs for all students. Take time to read this booklet, visit the school website (www.kidmanpkps.sa.edu.au) and book in to one of our regular open mornings to learn about everything that Kidman Park Primary School has to offer.

In our ever changing global community it is important that parents take the time to find a school that meets the needs of their child. School’s today provide a variety of rich and diverse programs, there is a lot to consider!

Today, Kidman Park Primary is a warm and friendly community school of 400 students including a unit for students with severe, multiple disabilities. Collaboratively we strive to create a positive learning environment inclusive of all learners thus catering for a wide range of abilities and interests.

We are proud of:

- Our Well-Being programs to help students grow into strong and optimistic community members
- Our Thinking skills Continuum that is taught across the school to provide all students with the skills to be creative and critical thinkers
- A wide range of challenging and fun student enrichment activities
- Being the only primary school in South Australia that intensively implements and teaches the Principles of Conductive Education to students with physical difficulties
- Our strong in school and after school sports programs
- The dynamic leadership opportunities and responsibilities provided to students
- The variety and quality of the whole school activities and events that take place during the year
- Our developing Information and Communication Technology programs to develop future IT literate students

Literacy and numeracy have an extremely high place in our daily lessons as we endeavour to improve our students’ learning outcomes in these areas – our success is regularly noted in our NAPLAN results. As a community we are also committed to the implementation of the Australian Curriculum and the benefits that it will provide to our students.

At KPPS we actively provide opportunities for students to recognise the uniqueness of each individual and to value their contribution to the school community. We are also committed to preparing our students and staff for the future and therefore develop skills and knowledge in collaborative learning and interpersonal skills.

Explore our school, to see if we meet the needs of your child.

Regards

John Clarke        Karen Duval
Principal          Deputy Principal
AFTER SCHOOL SPORT
Parents organise the After School Sports program in collaboration with Terry Ahern our PE teacher. At present we have teams participating in the following sports: Basketball, Soccer, Teeball, Cricket, Netball, Baseball and Softball. Soccer is for R-7 students whilst most other sports are for students from 8 years of age. Please help by coaching a sports team whilst your child(ren) attend KPPS. All coaches and managers must agree to have a DCSI Relevant History Screening clearance (forms available from the front office).

ALLERGY AWARE POLICY
Schools have a duty of care to cater for students’ health related issues such as allergies and anaphylaxis. To minimise the exposure of students at risk of an allergic reaction (anaphylaxis) to known allergens within the school environment at times we need to monitor the use of certain foods, or other items.

- foods (e.g. peanuts and nuts, shellfish and fish, milk, eggs)
- insect bites (e.g. bee, wasp)
- medication (e.g. aspirin, antibiotics)
- latex (e.g. rubber gloves, balloons)
- aerosol sprays (deodorants, hair sprays and other aerosol products)

It is critical that school has a Health Support Plan (completed by a medical practitioner) for any student with identified allergies.
We currently have a number of students allergic to variety of nut products and so have a “Nut Awareness” policy where we request that all students do not bring nut products to school.

AQUATICS
Years 6 & 7 children take part in a 2 day aquatics program each year which includes activities such as sailing and canoeing.

ASSEMBLIES
All classes take responsibility for running one assembly during the year. Assemblies are usually held on a Tuesday afternoon at 2:15pm in the hall. Details of dates and classes taking responsibility for assemblies will be published in newsletters. Parents are invited to attend assemblies.
ASSESSMENT AND REPORTING PROCEDURES
The school has a detailed Assessment and Reporting Policy to support positive student learning outcomes.

KEY DATES FOR PARENTS

TERM ONE

Week 2  Student Profile parent questionnaires distributed with Classroom Information Packs
Week 3  Negotiated Education Plan (NEP) meetings (for identified students)
Week 4  Acquaintance Night – an opportunity to meet your child’s teacher and learn about class routines
Week 11 Option for parents/staff to request an interview

TERM TWO

Week 2  National Tests (NAPLAN) for Years 3, 5 & 7
Week 10 1st semester reports sent home

TERM THREE

Week 2  Student led Interviews

TERM FOUR

Week 5  Option for parents/staff to request an interview
Week 9  2nd semester report goes home

ATTENDANCE

Research clearly identifies that regular absence; lateness or leaving early has an impact on student learning outcomes.
All absences must be verified with a note or phone call to the school. Class roll books are completed daily at 8:50am.
Contact will be made with parents if students are regularly absent without contact being made with school staff.
Information re prolonged or regular absences will be forwarded to our Attendance Officer.

ARRIVING LATE

Students arriving late (after 8:50am) must sign in at the front office and receive a ‘Late’ slip to hand to the class teacher.

LEAVING EARLY

Parents collecting students early must sign their child out at the front office plus collect an ‘Early Departure’ slip to hand to the class teacher.

LONG TERM ABSENCE/HOLIDAYS DURING TERM

Parents must complete an Exemption from School form for all children absent from school due to holidays or other non illness related reasons. Forms can be collected from the front office or the school website.
AVENUES FOR PARENTS TO RAISE ISSUES

Step 1  Appointment made by parents with the classroom (or other) teacher concerned.
(This makes the most productive use of the time - the teachers are free to give their full
attention)

Step 2  If not resolved, make an appointment with the Principal, Deputy Principal or Unit Coordinator.
(Let them know what subject matter is going to be raised to shortcut the procedures)

Step 3  Meet with the Principal / Deputy Principal / Unit Coordinator.
• This would be followed up with a phone call at later times to monitor the situation.
• It may also result in discussion with the parents, class teacher, principal, deputy principal or coordinator.
• It might include inviting outside support for the family or school, e.g. guidance officer, social worker or
  behaviour management support.

Step 4  If the problem is still apparent another meeting will be arranged between parents, principal and
  teacher involved

Step 5  If after Steps 1-4 the issue has not been resolved, an approach can be made to Mr Greg Petherick,
Adelaide West Assistant Regional Director, 20 Beatty St, Flinders Park or 8416 7333

Parents cannot approach students in the yard to discuss issues or conflicts. Please talk to a staff
member re concerns about other children at KPPS.

BIKES
A bicycle rack is located in the south eastern veranda area of the Southern Unit. No responsibility is accepted
for loss of bicycles or parts whilst in the area. Where possible the area is locked during the day. Children must
walk their bicycles in the school yard.

BUDDY CLASSES
To build strong relationships between students across the school classes participate in a regular ‘buddy class’
program. This involves the pairing of younger and older classes. Students work collaboratively to achieve
desired learning and relationship outcomes.
BULLYING
Bullying and harassment are not welcome at our school. Unfortunately both are behaviours that can sneak into the school environment and thus make learning and relationships complex and unenjoyable. Our aim is to remove bullying and harassment from the school by working with the victim, persecutor and the bystanders, who can all have a role to play in conflicts. Whenever possible we aim to use a restorative approach to ensure the consequences of unacceptable behaviour have been learnt and that changes in behaviour occur.

If your child is being bullied or harassed at school it is important that we hear about concerns immediately. Quick feedback makes it much easier to investigate a concern. Information can be shared with class teachers, members of the leadership team or our Pastoral Care Worker.

CANTEEN
The School Canteen is able to provide recess and lunch for students each day. An updated price list will be sent home each term. Lunch bags can be purchased from the canteen or front office. Special days occur most terms and are advertised in the KPPS Update.

Parents, grandparents or friends of the school are welcome to volunteer in the canteen. All canteen volunteers will be asked to complete a DCSI Relevant History Screening.

For further information please our Canteen Manager at the canteen or on 8353 2444.

CAR PARK
KPPS has one main car park that can be accessed from Dean Avenue. The main car park accommodates 93 vehicles. For the safety of students please observe speed limits, signs and lines. In 2015 Charles Sturt Council inspectors will be visiting the car park and issuing fines to drivers not following parking regulations. Please ensure disability parks are left for families of students with disabilities.

The smaller canteen car park (accessible via Sydney Avenue) can only be used by staff, Learning Centre parents, taxis and buses. OSHC parents can use this carpark between 7:15 – 8.15am and 4.00 – 6pm. Please do not use the disability parks as these car parks are used by community members at all times.

CHAPLAIN (Pastoral Care Worker)
Our Pastoral Care Worker (PCW) for 2015 is Denys Chew
The PCW office is located in the north-western corner of the Southern Unit.
The PCW is available to provide counselling and general support for students, staff and parents and is able to work with individuals, small groups or with classes.

CHESS
Students can participate in a (fee paying) chess program every Monday in the library. The fee covers the cost of professional tuition. Senior students are selected to participate in region and state-wide competitions. For further information please contact our librarian.
CHRISTIAN OPTIONS PROGRAM (COP)
The Christian Options team visit our school three times each year. All classes participate in both a Christmas and Easter program. Presentations occur in school groups and usually last for 30 minutes. The presentations outline the stories of both Easter and Christmas and are designed to be non-denominational. Permission is provided on the 2015 Parent Consent form.

CIRCLE TIME
Circle Time is a structured framework for group interaction that is intended to support communication skills, personal and social development, and resilience creates a supportive class and yard environment. Circle Time uses individual, paired, small group and whole class activities. Many of these activities/scenarios are presented as games and class discussions. By focusing on important issues that help to create successful learning environment students can make better choices for themselves that improves both their class and yard behaviour in a positive way.

As Circle Time enhances the skills needed in healthy relationships, addresses bullying and increases confidence in communication we believe it is an integral part of our school learning program.

CLASS NEWSLETTERS/CLASS BLOGS
Class newsletters will be placed on the school website and links emailed home at the beginning of each term. This will contain an outline of class programs and special activities and an overview of the teaching curriculum for the term. For classes with a blog, the same information will be shared with families via the blog.

CLASS PLACEMENT
Learning styles, peer friendship groupings, numbers of students and classroom location may influence class allocation. Parents and students are given the opportunity to submit written information to assist class placement. Information regarding this procedure is sent home early in Term 4 in the school newsletter. Obviously we cannot guarantee that parent requests will be put in place, as we need to consider any conflict with other parents’ issues, class balance and number of spaces available. The major focus for class placement is to ensure that students have one friend or more in their new class.

COME OUT ARTS FESTIVAL
Come Out is a state-wide, biannual youth arts festival. In fact, it is the largest youth arts festival in the world. Come Out returns in 2015 and will be linked to our art exhibition. A number of classes will attend performances and units of work will be based on the Come Out theme of Building Bridges.
COMPOSITE CLASSES
In a growing school, composite classes eg. Year 3/4 are often inevitable, because of the variation of student numbers in different year levels.

Parents should not be concerned about this as in reality every class is a composite - each class is made up of individuals who differ academically, socially and emotionally. Composite classes are not based solely on academic ability.

Gender balance, friendship grouping and the way children interact / work as a group is equally as important.

Often students have opportunities to grow in leadership skills and confidence when they are the older student in a class group.

COMPUTER NETWORK AND INTERNET USERS’ POLICY
It is important that learning technology is integrated across all key learning areas. To achieve this we have an extensive network of over 250 curriculum computers/laptops/tablets, 19 interactive whiteboards, TVs and other IT hardware at Kidman Park. In 2015 we start the process of replacing our interactive whiteboards with large screen televisions (initially in the Middle Years).

All students (3-7) and parents will be required to sign an ‘Acceptable User Policy’ which states our expectations and explains consequences of improper use of hardware and/or the internet.

Students can access the school email at home: www.learnlink.sa.edu.au
Our Australian Curriculum/ICT Coordinator is Sandra Gibbons.

CONTACT NUMBERS
School Phone 8353 2444
OSHC 0401 121 740
Fax 8235 1357
Email admin@kidmanpkps.sa.edu.au
Web www.kidmanpkps.sa.edu.au

CURRICULUM
We are currently in transition from the S.A. Curriculum Standards and Accountability frameworks (SACSA f) developed by the Department for Education and Children’s Services and moving towards the implementation of the Australian Curriculum. Our school priorities place a major emphasis on Teaching and Learning - in particular the use of teaching methodologies that are inclusive of all learners. Thinking Skills methodologies, Effective Pedagogies and explicit teaching of skills, all help teachers to cater for the wide range of student learners.

- ENGLISH
A major emphasis is placed on literacy. Students learn to read and write simultaneously. They read their own writing as well as a wide range of books.

We do not limit students to one reading scheme although they do systematically work through levelled reading texts. They may not bring home a ‘reader’ every day, but when your child brings home a book it is to share with you. You should read it together. This sharing needs to be very positive if you want your child to have a positive view of reading and books. Pressure to read every word correctly is likely to destroy a keenness for books. Your child also has to understand the concepts associated with print (eg. reading left to right), draw on this prior knowledge and be able to talk about ‘how’ they read. Importantly we need to remember that learning to read is a life long process.

We know that the best writers in the world develop their writing through a series of trials, errors, draft-copies and corrections. We encourage children to take the same approach. Correct spelling, grammar and neatness are increasingly emphasised as children progress through the school. All classes spend at least 300 minutes per week on literacy development.
• **MATHS**

We continue to emphasise the essential skills of number work, whilst at the same time focussing on the process of mathematical enquiry and problem solving. Students learn best when they have opportunities for ‘hands on’ activities to develop the concepts of maths.

Students also learn about Measurement, Space and Chance and Data. The use of spreadsheets for data displays and graphing enables students to gain more understanding and can question the meaning of the data.

In the primary years there is a focus on learning tables and number facts as well. Students have 300 minutes of Maths per week.

• **SCIENCE**

All students participate in a ‘hands on’ science curriculum based on the nationally developed Primary Connections program. Many facets of science are integrated across other curriculum areas. On average a minimum of 90 minutes of science instruction occurs each week.

• **SOCIETY & ENVIRONMENT**

Included is an examination of various cultures, their structures, systems and beliefs. Society and Environment is a broad exploration of our world, its people, history and development. Over the next few years it will evolve into the National Curriculum subjects of History and Geography.

• **THE ARTS**

Students are involved in experiences of creating, presenting and appreciating. These studies will result in students acquiring knowledge and skills that will equip them for life long involvement in appreciation of the arts. Lessons are regularly based around key events like Kidman Celebrates or, our Art Exhibition. Visual Arts are taught by a specialist teacher.

• **HEALTH & PHYSICAL EDUCATION**

All classes receive one skills based lesson with our P.E. teacher as a part of their 100 minutes of physical activity per week. Students also participate in regular clinics provided by external providers to expose them to a variety of sports and interests. Core programs around growth and development, nutrition, drug education, road safety etc are taught to different year levels on a regular cycle. Many classes focus on healthy eating or, ‘brain food’ during the day and ensure physical activity is a regular part of the class program.
DENTIST
The South Australian Dental Service provides a range of dental services for children in the grounds of Fulham Gardens Primary School. A form is provided upon enrolment. All children from birth up to 18 years of age are eligible for care with the School Dental Service. Fees may apply.

DISABILITY AWARENESS
To improve understanding of disability and how to communicate and work with a person with a disability all classes participate in Disability Awareness lessons at the beginning of the year. These classes are organised by our Learning Centre students and staff.

EARLY DISMISSAL
On the last day of each school term school finishes at 2.10pm.

ESL
The families in our community speak over 28 different languages. We have an ESL teacher whose responsibility is to support class teachers to ensure the learning needs of our ESL students is met, run small groups for selected students, nurture the safety and well-being of all ESL students and manage all ESL data collection. The ESL room is upstairs in the Southern Unit. The ESL teacher can also organise interpreters and translations for parent interviews or notes home. We have a number of parents and staff members that can assist families where English is their second language.

EXTENSION PROGRAMS
A variety of extension programs are regularly offered. Some programs are provided by staff, others parents and a few are fee paying programs. Programs offered are dependent upon parent and staff expertise and time.

Programs include: Maths Challenge, Debating, Robotics, Choir, Extension Japanese, Chess, Guitar, Piano, and ICAS Exams

The school provides two unique pathways programs for talented basketball and soccer players. A large number of students participate in these programs during the day.
FACILITIES
The school comprises the following buildings -

One double storey brick building (constructed 1967)
Located on the ground floor there is an Administration Area including Staffroom, Japanese Room, computer room and the Unit for Students with Severe Multiple Disabilities, with a lift at the end of the building. Upstairs are 6 classrooms (Primary Years), general work area, meeting room and the Rainbow Room (mainstream student support).
Attached to the main building is a large work area and kitchen used by both the Learning Centre and OSHC, an art room, covered verandas, canteen and sports store.

Southern Unit, large 1979 constructed red brick open plan unit.
The unit has now been divided into a variety of individual work areas. This includes 6 classrooms (Early Years), computer room, 2 wet areas, offices, storage areas, a kitchen and small work areas. The buildings has a number of verandas

2 Transportable Buildings (refurbished through BER funding)
These large teaching areas house the Middle Years classes and a room for our Conductive Education preschool programs

Multipurpose hall includes storage for sports equipment, stage, kitchen and disabled toilet.

Library with technology room
The school has outstanding grounds (generally recognised as the best in the area) that include a variety of play areas, relaxation areas, shade and learning areas. This includes a wheelchair accessible Liberty Swing

All classrooms have Promethean Interactive Whiteboards
We have two computer rooms each with 30 computers. The Resource Centre includes 16 computers for student use and every classroom contains at least one curriculum computer. A number of computer work spaces are also located around the school

All teaching areas are air-conditioned.
The school has a large and diverse supply of resources to support all teaching areas. This includes access to Clickview for multimedia resources. Current priorities focus around resourcing Maths, Science and English curriculum areas.
FIRST AID
In emergencies a parent / caregiver will be contacted as quickly as possible. Please be sure that the school office has your current phone numbers, particularly mobile numbers. In emergencies we need to be able to contact home or your work or a relative or a neighbour who can help.

First Aid is given at school if necessary. All staff at Kidman Park Primary School hold a basic First Aid certificate. One of the office staff is on First Aid duty at all times. Injured or sick children are attended to and taken to the sick room if deemed necessary. An accident report form is completed by the staff member on duty at the time and forwarded to the Occupational Health Safety and Welfare unit of the Department for Education and Children’s Services (DECS).

• HEALTH INFORMATION
At the beginning of the school year, the school sends home a ‘confidential’ information sheet for parents to complete. This includes all relevant health information.
Any medication, eg. bee sting tablets, that needs to be administered in any emergency can be kept at school. Any medication is to be kept in the school Front Office (sickroom), as it may be a danger to other students. Asthma sufferers must have their medication placed in our Front Office (sickroom) and staff can administer it if necessary.
A copy of your doctors instructions is required for serious allergies or conditions. All students with specific requirements must have a ‘Health Care Plan’ as outlined by DECS. Please see the school Front Office for any documentation.
Panadol / Aspirin is NOT given without a written request by parents. Should a child require Panadol, antibiotics or any other form of medication, parents must label it clearly with the child’s name, class and restate the instructions and dosage. This medication must also be kept in the School Front Office (sickroom), as it may be a danger to other students.

• AMBULANCE COVER
If in the case of an emergency, an ambulance is used to take your child to hospital, you are ‘billed’ and required to send the claim to your own health fund.
If you do not have health cover the school can claim through the Department for Education and Children’s Services.

GARDEN BEDS
In 2015 the school garden will be a focus for our Foundation classes. Parents interested in helping manage the garden with our youngest students can either contact a member of the Governing Council Facilities committee or inform the font office team.
GOVERNING COUNCIL
Governance in schools is the responsibility of the Governing Council. In this model of governance:
• The cooperative role of governing council and school staff is emphasised.
• Management and governance are clearly separated.
• The focus is on improving student learning outcomes.
• The broad directions are set and monitored by the governing council.
• The site leader and staff are responsible for reporting.

Governing Councils:
Set Broad Direction (In conjunction with the site leader)
The governing council identifies and incorporates, where possible, student, parent and community input and values into the broad direction of the school. The principal/preschool director brings the staff perspective to these undertakings. The broad direction may include a future vision, a statement of purpose and a set of values that clearly focus on improving student learning.

Develop Broad Directional Policy
The governing council develops broad policy statements that facilitate the achievement of the school vision and broad direction.

Initiate and Approve Recommendations and Strategies
All recommendations must conform with government policy, industrial agreements, DECS policy and direction and site decision making structures.

Subcommittees include: Finance, Assets, Canteen, Fundraising, Uniform, Sport, OSHC
The Governing Council AGM is held at the beginning of the school year. Parents must be nominated onto the council and sub committees although membership of committees can take place during the year.

Governing Council meets Thursdays at 7pm on weeks 3 and 8 of each term.
Parents can raise agenda items with the Governing Council or a subcommittee by contacting the chairperson.

GOVERNING COUNCIL CODE OF PRACTICE
• Act honestly, in good faith and in the best interests of the school as a whole.
• Use due care and diligence in fulfilling the functions of office and exercising the powers attached to that office.
• Use the powers of office for proper purpose and in the best interests of the school.
• Recognise the primary responsibility is to the school's shareholders as a whole, but should, where appropriate, have regard for the interests of all stakeholders of the school.
• Make only proper use of information acquired as a governing councillor.
• Not allow personal interests, or the interests of any associated person, to conflict with the interests of the school.
• Be independent in judgement and actions and take all reasonable steps to be satisfied as to the soundness of all decisions taken by the governing council.

HARMONY DAY
Harmony Day is a national event to celebrate the diversity and varied cultures of our country. In 2015 our students will participate in a variety of small group activities across the school.
HATS POLICY - ‘NO HAT.....RESTRICTED PLAY’
Children are encouraged to keep a broad brimmed hat at school. This must be worn at playtime and for outside activities to protect them from the harmful effects of ultra violet light from September 1st until May 31st. Students are also encouraged to use sunscreen. Kidman Park Primary School takes skin cancer seriously. Hats must be broad brimmed, bucket style or legionnaires covering ears and neck. Hats can be purchased from the uniform shop. Hats brought from home must meet the school’s dress code expectations. (Baseball caps are not acceptable). Students not wearing a hat must play under either the Learning Centre veranda or the Southern Unit verandas. Students regularly not wearing a hat will receive consequences for this decision. It is important that students have hats for sports lessons.

HEAD LICE
Head lice are bugs that live and breed in your hair and are easily contracted. Head lice are very common so there is no need to be alarmed, however they should be treated quickly to prevent them from spreading. This includes the cleaning of bedding or any other areas that could be affected and then checking the hair a few days later then possibly followed by another treatment. Parents will be contacted when a child has head lice and then a note sent home to the affected class. Permission to check note is attached to the bottom of the Student Information Update form sent home at the beginning of the year.

HELPERS LICENCE
Primary Years and Middle Years students can apply to be a Learning Centre ‘Helper’. These students are trained to assist in the Learning Centre. This includes wheeling students inside after breaks, helping at assemblies and other activities and generally being a friend to the students in the Learning Centre. Students are trained at the beginning of each year.

HOMEWORK POLICY
Homework is any task or work set by the school, which the student is asked to do outside of normal school hours and the school environment. Homework has traditionally been a part of a child’s education for a variety of reasons. It helps develop independent learning skills, enables students to apply classroom learning, encourages students and parents to share the education process and promotes the development of personal organisational and time management skills in the learner.

Different students and families respond to homework in a variety of ways. It is therefore difficult to have a policy which suits all people and all circumstances.

Therefore we will:
• Have a consistent approach within the policy guidelines.
• Negotiate the classroom policy with parents at the beginning of the school year and review its progress.
• Provide students with immediate feedback on their homework performance, or as soon as practical.
• Not set homework on weekends or on public holidays.
• Expect the following time allocations for homework (Monday – Thursday):

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Time Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Primary</td>
<td>R – 2 15 minutes</td>
</tr>
<tr>
<td>Middle Primary</td>
<td>3 – 5 15 – 20 minutes</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>6 – 7 up to 45 minutes</td>
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</tbody>
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Tasks set will:
• Be an application of what has already been taught
• Allow students to use their creativity
• Require regular literacy and numeracy practice eg. reading, writing, maths
• Use resources and materials which students can easily access at school, at home or in the local community
• Be across a variety of curriculum areas

It is recommended that parents monitor project work to ensure time is being used efficiently and isn’t being wasted to research for topics.
HELPING WITH HOMEWORK
Homework can be a very good opportunity for parents to understand their child’s progress and gain insights into their learning problems. Parents can help their child’s learning in a variety of ways:
1. Arrange, if possible, for a quiet place in the house where they can work without distractions, in comfort and with appropriate lighting.
2. Help them establish a regular time when homework will be done eg. before dinner.
3. Check to see if they know what they have to do.
4. Where possible, help if a problem arises, and do not let them work beyond the allotted time.
5. Monitor the effective time spent on the task and discourage frequent breaks for play or television.
6. Look over finished work and ask questions about it. If you believe the work is careless and rushed, encourage a better effort.
7. If you have any concerns about the nature of the homework task and/or your child’s ability to accomplish it, you can:
   A. write a note on the homework or in your child’s diary, OR
   B. make an appointment to discuss the issue with the teacher, OR
   C. encourage them to write a note on their work to their teacher.
8. Listen to your child’s reading and read to them – as often as possible.
9. Help your child see themselves as successful learners, not failures. Sometimes learning new things takes time, maturity and lots of practice. It is OK to get it wrong sometimes and success often comes form taking risks.
10. Check to see the feedback your child receives on their homework.

READING AND HOMEWORK
At Kidman Park Primary School we believe reading and viewing is an integral part of most homework activity and therefore encourage all children to practise their reading each night.
Parents can help develop their child’s reading skills by:
- reading with and to their child
- listening to them read.
- building their confidence and belief in themselves as successful “good readers”.
- providing opportunities for them to read a variety of texts (eg. more than comics).
- modelling an interest in reading.
- being a critical viewer of television and all written material including the internet.

If your child’s personal needs and circumstances are hindered or not met by these broad guidelines we encourage you to discuss the matter with the child’s classroom teacher.
HOT WEATHER
We do not dismiss early for hot weather as all our classrooms are air-conditioned with a variety of room options available for classes.

On hot days (36°+) both play breaks are shortened and students are expected to play quietly in the shade.

Although not encouraged, children can be picked up by parents or carers after 1:30pm if the temperature is 38° or above. Office take home procedures must be followed if a student leaves the school early.

INSTRUMENTAL MUSIC
Tuition in various musical instruments is offered to students in primary classes through the Education Department Instrumental Music Program. Information about this program is circulated to the classes at the beginning of the year. There is a small cost to hire an instrument.

Private music tuition in flute and piano is available during school terms.

KIDMANATHON
Our student leaders organise a physical fundraising activity for the school. In 2015 Kidmanathon will be held on Thursday 2nd April. All students are encouraged to raise money for the school. Family members are invited to participate in the event.

KIDMAN CELEBRATES
Kidman Celebrates (our end of year performance) is currently held at the Family Centre, Frederick Rd, Seaton during the evening of the last Wednesday of the year. Classes are bussed to the Family Centre for a rehearsal on either the Tuesday or Wednesday. Tickets are sold before the event.

LEARNING CENTRE – for Students with Severe Multiple Disabilities
The school has a specially designed Unit for Students with Severe Multiple disabilities. The students who attend the Learning Centre for their special programs are all aligned with a peer class, take part in some lessons with their mainstream peers and are a part of all school events. They have a number of permanent staff to assist in their learning and welfare and a number of visiting support staff from NOVITA. The Unit has a specialist program called the Principles of Conductive Education, which is supported by three Hungarian trained Conductors.

Enrolment in the Learning Centre is via the region Special Class Placement Process. Further information is available from the Learning Centre Coordinator.

- CONDUCTIVE EDUCATION
The school has a Conductive Education program for students with physical disabilities. The program operates within both Learning Centre classrooms along with pre school programs and a mobility group held once a week for students also enrolled at other schools.

KPPS is the only primary school in South Australia offering these programs.

Enrolment in any of the pre school programs or the mobility group is by an assessment completed by the conductors. Further information is available from the Special Education Resource Unit.

LIBERTY SWING
The school is lucky to have a Liberty Swing (wheelchair accessible) thanks to Variety SA. Community members can access the swing after hours. A key is available from the learning centre staff. It also includes a key to open our school gates. Our playground is a great place for families to meet. Unfortunately we do not have an easily accessible toilet after hours.

LIBRARY
All students participate in regular library lessons as a class. Borrowing occurs during lessons and between 8:30 – 8:50am and 3:10 – 3:25pm.

The library also has a number of resources for parents to borrow. Especially in the areas of; parenting, gifted education and conductive education.
LIFT LICENCE
At KPPS we are lucky to have a lift for easy access to the second floor. Students cannot access the lift without completing training to obtain a lift licence and have teacher permission. Students will normally use the stairs. Students trained to use the lift are skilled in calling for help, they are trained to use the lift in pairs and have another person go up or down the stairs to ensure they arrive at their destination safely! Parents are welcome to use the lift.

LOST PROPERTY
All lost property is stored under the stairs in the lost property box in the main building and near the photo copier in the southern unit. Please assist us in being able to return ‘lost property’ by clearly labelling your child’s belongings, especially lunch boxes, drink bottles and clothing. Lost Property is cleared each term.

LUNCHTIME ACTIVITIES
At KPPS we are lucky to have outstanding grounds and play facilities. For some students successful and collaborative play can still be a difficult concept to learn. Therefore, we run a variety of different programs during the year. This includes activities in our activity room, explicit social learning lessons and small group activities and competitions managed by middle year’s students for their younger peers.

MOBILE PHONES
The school has a mobile phone policy. Mobile Phones are not allowed in classrooms and can only be used to contact parents after school. Students can contact parents using the main school phone by gaining permission from a staff member. R-5 students must leave their phone at the front office before school. 6-7 students must hand their phone to their class teacher. It is not suitable for students to call parents during the day from their own phone.

MONEY COLLECTION
All return notices and money for excursions and school events are dealt with first thing each morning in the classroom. Money needs to be placed in an envelope which also contains the tear off slip and validation section which accompanies each excursion notice. Money envelopes can be placed into the slot in the office counter. Receipts will then be issued the next day. Credit card and EFTPOS payments are welcome.

NEWSLETTERS
Three times a term an E Newsletter will be distributed via an email link. Our newsletter celebrates school events and student achievement.

A weekly KPPS Update will be emailed home to parents every Tuesday. This document will include key dates, future events and important family information. Please ensure the school office has an up-to-date email address for your family.

To save paper the newsletter can be emailed to parents. To activate email: admin@kidmanpkps.sa.edu.au

OPEN MORNINGS
For friends interested in enrolling students at KPPS, Open Mornings are held twice per term. The 90 minute talk and tour of the school outlines the key priorities and activities of the school. Bookings can be made at the front office.
OUT OF SCHOOL HOURS CARE
The Kidman Park Primary School Out of School Hours Care Program aims to provide quality recreational care for primary school aged children. The Co-ordinator of the program is Freddy Santos. All bookings or cancellations must be made through Freddy on 0401 121 740.

Vacation Care occurs at KPPS during all school vacations.

PARENT HELPERS
There are many avenues for parents, family members and community members to help at KPPS. This includes; listening to reading and general classroom support, coaching sports teams, assisting on Governing Council (or a sub committee), working in areas like the library or canteen and even helping in our grounds. If interested please contact a class teacher or the front office. Assisting at school also means agreeing to follow DECD Child Protection guidelines. In 2015 regular volunteers at the school must have a Relevant History Screening. Forms are available from the front office.

PREMIER’S READING CHALLENGE
The Premier's Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to:
- Encourage students to read more books and enjoy reading
- Improve literacy levels.

The Challenge requires students to read 12 books between the beginning of the school year and early September. Eight of the books must come from the prescribed list. Information can be found at www.premiersreadingchallenge.sa.edu.au or, speak to our librarian.

PREMIER’S BE ACTIVE CHALLENGE
This program aims to support students to develop healthy and active lifestyles. Most classes participate in the program. Students need to participate in 60 minutes of activity per day over a four week period. Further details; www.pbac.sa.edu.au

SCHOOL CARD
The School Card Scheme provides financial assistance towards the educational expenses incurred by families who meet the eligibility criteria. Eligibility for the School Card is generally dependent on the parent or guardian being able to produce to the enrolling school the relevant documentation attesting to their income level, for example, Parenting Payment, Single Pension card or other evidence as determined from time to time by the department.

Applicants wishing to be considered for School Card assistance must apply each year. School Card is based on your 2013/2014 income. The limit for 1 dependent child is $35,477-. Forms can be collected from the front office. We prefer families to submit applications as soon as possible. For further information 1800 672 758.

SCHOOL FEES
School fees are set by the Governing Council each year. The fees in 2015 are $310. This covers basic materials and services. School fees should be paid at the beginning of the school year once a family has been invoiced. Payments throughout the year can be negotiated where more than one child is involved or where financial difficulty is experienced. DECD Central Debt Collection is used for default payments.

An additional levy of $40 per family towards our building fund is also requested. This amount is tax deductible. All contributions to the building fund will be used to develop our grounds and create a new storage facility for the Learning Centre.
SCHOOL TIMES
Children are supervised in the school yard between the hours of 8.25am and 8.40am. All students arriving to school unsupervised before this time should be booked into Before School Care.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25</td>
<td>Siren</td>
</tr>
<tr>
<td>8:25</td>
<td>Children enter school grounds and supervision begins</td>
</tr>
<tr>
<td>8:40</td>
<td>Siren</td>
</tr>
<tr>
<td>8:40</td>
<td>Children enter classrooms to prepare for lessons</td>
</tr>
<tr>
<td>8:50</td>
<td>Siren</td>
</tr>
<tr>
<td>8:50</td>
<td>Lessons commence</td>
</tr>
<tr>
<td>11:00</td>
<td>Siren</td>
</tr>
<tr>
<td>11:00</td>
<td>Recess break</td>
</tr>
<tr>
<td>11:20</td>
<td>Siren</td>
</tr>
<tr>
<td>11:20</td>
<td>Lessons</td>
</tr>
<tr>
<td>12:50</td>
<td>Siren</td>
</tr>
<tr>
<td>12:50</td>
<td>Lunch eaten with teacher supervision</td>
</tr>
<tr>
<td>1:00</td>
<td>Siren</td>
</tr>
<tr>
<td>1:00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1:40</td>
<td>Siren</td>
</tr>
<tr>
<td>1:40</td>
<td>Lessons</td>
</tr>
<tr>
<td>3:10</td>
<td>Siren</td>
</tr>
<tr>
<td>3:10</td>
<td>End of school day</td>
</tr>
</tbody>
</table>

Yard no longer supervised by staff. Students at school must be under parent supervision or attending OSHC.

DECD policy does allow staff members to conclude lessons, tidy rooms or provide information to students after the final siren. Teachers are involved in team meetings and staff meetings every Monday and Tuesday from 3:30pm. Where possible we request parents organise alternate nights to meet with teachers. The same applies in the morning after 8.50am.

SOCIAL JUSTICE
Social Justice addresses poverty and supports fairness and equality for all groups most likely to be disadvantaged by the school system. At Kidman Park Primary School we aim for equity in the distribution of resources and services. The school has a number of policies and initiatives which seek to address particular Social Justice issues. Parents who are experiencing hardship can ask for assistance in camps and excursions.

SOLE CUSTODY / ACCESS
Information about custody orders must be shared with a member of the leadership team and class teacher. To follow directions of Custody Orders the school must be given updated copies of orders.

SPECIAL EDUCATION
There are a wide range of programs that provide support for students with disabilities.

The Special Education Team operates from Room 13 (The Shed) located upstairs in the main building. The school currently employs a Special Education Teacher – Kay Bosworth. Kay is responsible for coordinating a team of support staff and programs to meet the needs of a diverse range of children and managing the Negotiated Education Plan (NEP) procedures. Kay is also the point of contact for our Support Services team.

In 2015 we will be allocated a new team of service providers based at our Felixstow office. Kay works Mondays, Tuesdays & Fridays.
SPECIALIST LESSONS
All students participate in 3 hours of lessons provided by specialist teachers each week.
Japanese 2 x 45 minute lessons
PE 1 x 45 minute lessons (most classes)
Positive Education 1 x 45 minute lessons (Yrs R-7)
Health 1 x 45 minute lessons (6-7)
ICT 1 x 45 minute lesson (R-5)
Society & Environment 1 x 45 minute lessons (R-2 classes)
Resource Based Learning Times negotiated with class teachers

The lessons are important parts of the school curriculum. Students are expected to follow the school rules and adhere to the school values when participating in lessons with specialist teachers.

Teaching staff are also released for training & development and curriculum development at regular intervals during the year.

SPORTS DAY
Sports Day is a fun, whole school event. All community members are invited to participate. Sports Day is held on the last Friday of term three.

STUDENT ENROLMENTS (PRIORITY ENROLMENT AREA) See separate policy and map
Kidman Park Primary has a ‘Priority Enrolment Area’ to ensure places are available for students living in our local area. Vacancies at the school are now often limited. It is important that families complete enrolment forms for any siblings of current students at least 9 months before commencing school.

All children starting school education in 2015 will do so at the beginning of the year. All schools will only have a single intake. Children who turn five before May 1st will commence school at the beginning of the year. Children who turn five after May 1st will commence school the following year. This statewide policy change will bring SA in line with other states.

STUDENT LEADERSHIP
A variety of leadership opportunities exist for students across the school. This includes; School leaders (Year 7’s), Sports Day Captains, Student Committees, lunchtime activities and leadership of team meetings.
STUDENT REVIEW TEAM
Coordination of support programs across the school occurs at regular Student Review Team meetings. Key school personnel and region support staff (including; psychologists, disability coordinators, attendance counsellors, social workers, speech pathologists and interagency staff) work together to review staff and parent concerns around both learning and social issues. Strategies are then discussed and (where possible) support put into place to improve student learning outcomes.

STUDENT WELLBEING CURRICULUM
For all KPPS staff the school year started with an inspiring and energetic two days of work with international speaker Amanda Gore. Everyone was inspired by her energy, inspiration and passion to create a joyful world. We have been motivated to make our school a place of joy where everyone feels safe, motivated to learn and caring for others. The Joy Project has started at KPPS – we hope that everyone will join the journey to help transform the lives of our whole community.

• Talk to your child about: The PEARL Room, gratitude glasses, Circles of Joy, positive music, Joy Jigs, TaDa moments etc to check his or her engagement in this project.
• Desy Pantelos is leading the whole school change with all students visiting her in the PEARL Room. Desy will be using a variety of different activities and tools from Amanda’s work and Positive Education to create whole school change.
• Our student Joy Action Team will also add another layer of positiveness around the school.
• Classes are currently focussing on a variety of different joyful activities, later this term we revisit Gratitude and next term we will move onto new topics.

Our next newsletter will outline in detail the Joy Project.

How does this help student learning outcomes? Is the Joy Project really needed? Mental health is becoming our #1 health issue. Depression is impacting on the lives of many. We all need the skills to be optimistic, to get along, to listen, laugh, have hope, forgive and have inner peace.

Imagine the resiliency of our students if they have this inner strength to be joyful and then the learning that will come from that place.

SWIMMING
Swimming for R-5 students takes place at the Thebarton Pool (opposite the Brickworks Markets). Swimming will be during week 4, Term One. Medical forms must be returned and any medication listed on the form MUST be taken to the pool and given to the instructor. The medication must include dosage details etc and not have expired.

TERM DATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>27th January</td>
<td>27th April</td>
<td>20th July</td>
<td>12th October</td>
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<td></td>
<td></td>
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<td>3rd July</td>
<td>25th September</td>
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<td></td>
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<td></td>
<td>11th December</td>
</tr>
<tr>
<td>2016</td>
<td>1st February</td>
<td>2nd May</td>
<td>25th July</td>
<td>17th October</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8th July</td>
<td>16th December</td>
</tr>
</tbody>
</table>
TERM PLANNER
Each term a planner of key dates will be sent home to families. These dates will also appear regularly in the school newsletter.

UNIFORM - Dress Code (see separate policy document)
Kidman Park Primary School has a school uniform based on the school colours of royal blue and white.

The School Dress Code has been developed and passed by Governing Council following school community consultation. The wearing of clothes following the school colours is expected. They are: royal blue with white trim and navy/black pants. Summer dresses are also available.

Wearing uniform colours gives children a sense of belonging and develops pride in the school as well as being cheaper, functional and non-competitive in terms of fashion.

Students are not permitted to wear face makeup, large jewellery or revealing clothing. Thongs and tank tops are not permitted for health and safety reasons.

Uniforms can be purchased from the Uniform Shop (Activity Room) between 8.30 - 9.00am on Monday and Tuesday mornings.