HAWKER AREA SCHOOL

PARENT INFORMATION
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Contact Details
The postal address is: The business address is:
HAWKER AREA SCHOOL HAWKER AREA SCHOOL
P.O. Box 132 Wirreanda Terrace
HAWKER, SA, 5434 HAWKER, SA, 5434

The School has a number of communication aspects:
General Telephone 08 86484 003
Library Telephone 08 86484 184
Fax 08 86484 149
Email dl.0175.info@schools.sa.edu.au
Website www.hawkeras.sa.edu.au
Bus Driver’s School Mobile 0488 755 644 (in use during bus runs)

The school has a further two mobile phones. These are only monitored when being used at out of school
events. They are not monitored during a normal school day. Parents will be advised when these numbers are
able to be contacted when they are taken on camps, excursions etc.

Office staff are usually available from 8.30am until 4.00pm, but generally someone is able to answer
sometime before and after these times.

Although you are encouraged to contact the school during these hours, if you need to get in touch at other
times, the following contact can be made:
Principal’s home 08 86 484 224
Principal’s mobile 0438 537 381
Bursar’s mobile 0427 484 043

South Australian State Schools Term Dates

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>29 Jan - 12 Apr</td>
<td>29 Apr - 5 Jul</td>
<td>22 Jul - 27 Sep</td>
<td>14 Oct - 13 Dec</td>
</tr>
<tr>
<td>2014</td>
<td>28 Jan - 11 Apr</td>
<td>28 April - 4 Jul</td>
<td>21 Jul - 26 Sep</td>
<td>13 Oct - 12 Dec</td>
</tr>
<tr>
<td>2015</td>
<td>27 Jan - 10 Apr</td>
<td>27 Apr - 3 Jul</td>
<td>20 Jul - 25 Sep</td>
<td>12 Oct - 11 Dec</td>
</tr>
</tbody>
</table>

This information is current as of February 2013.

This handbook was updated: 11/2013
**Statement of Purpose**

Hawker Area School provides a safe, caring environment where students, staff and parents work and learn together. The school recognises the right of all students to have the opportunity to develop to their full potential through experiencing success. This is further supported in our working toward Individual Learning Plans for all students. A cooperative relationship exists between students, staff and the community.

This provides the framework for Hawker Area School’s core business

- Learning and thinking
- The basic right and need for Literacy and Numeracy
- Social inclusion and respect
- Cooperation and communication
- Planning for future directions

Further, we believe that staff members at Hawker Area School

- Have the best interest of students at heart
- Are flexible, tolerant and tactful
- Work in a professional and collegiate manner
- Demonstrate and model good time management skills
- Are positively persistent
- Have good communication skills
- Are friendly and approachable
- Respect confidentiality
- Want to be part of the community
- Are willing to take on new roles and have the opportunity to do so
- Engage in professional development and are multi-skilled
- Are able to teach across age and year levels

**School Values**

- Doing your Best
- Co-operation
- Caring
- Inclusion
- Respect
Belief Statement

We, as a school community, believe in lifelong learning and the right of each person to develop his or her potential, interests and talents for a satisfying life.

**Students**
- We believe that students will acquire a realistic, positive image of themselves through experiencing success
- We believe that students are unique individuals with a wide variety of experiences and background to offer and share

**Staff**
- We believe that the staff should be committed to working together and supporting each other for the benefit of students and the wider community

**Parents/Caregivers**
- We believe that parents provide the foundations of a child’s learning and that their continuing involvement at the school is welcomed and encouraged

**Community**
- We believe that the school is a part of the community and it should be closely involved with community life

**Learning**
- We believe that the school exists to help people learn and that learning is a skill in which the learner is actively involved
- In particular, children are more likely to learn when:
  - they really want to know something
  - they feel safe
  - they feel confident because they have experienced success
  - they are prepared and ready to master the task
  - the task is relevant to their learning and is interesting and makes sense
  - they are challenged
  - they can observe others and learn by imitating them
  - they have room to move, to try new ideas, to make mistakes
  - they are active and involved - making discoveries, solving problems, explaining to others what they are doing
  - they have the opportunity to practice
  - their parents and teachers are supportive and expect them to succeed

**Curriculum**
- We believe that the curriculum should help to reflect the interests of the learners and the community and in particular, bring about the intellectual, physical, social and emotional development of the child

**Physical Environment & Facilities**
- We believe that the school environment should be as interesting, enjoyable, appropriate, stimulating, attractive, functional and safe as possible

**Change**
- We recognize that we live in a world of rapid change and that the school, as a complex social system, needs to plan for a continuous process of change
School & Lesson Times

The timetable operates as follows, although from time to time changes are made to accommodate special events. Any permanent changes will be advised through the Newsletter/Bulletin.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast Club (Mondays &amp; Fridays only)</td>
<td>8.30 – 8.45am</td>
</tr>
<tr>
<td>Yard Duty Supervision</td>
<td>8.30 – 8.45am</td>
</tr>
<tr>
<td>Start of School Day &amp; Home Group</td>
<td>8.45 – 8.55am</td>
</tr>
<tr>
<td>Fitness</td>
<td>8.55 – 9.10am</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>9.10 – 9.55am</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>9.55 – 10.40am</td>
</tr>
<tr>
<td>Recess</td>
<td>10.40 – 11.00am</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>11.00 – 11.45am</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>11.45 – 12.30pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>12.30 – 12.40pm Early Lunch – eating</td>
</tr>
<tr>
<td></td>
<td>12.40 – 1.10pm Late lunch – playing</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>1.10 – 1.50pm</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>1.50 – 2.30pm</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>2.30 – 3.10pm</td>
</tr>
<tr>
<td>Home Group</td>
<td>3.10 – 3.15pm</td>
</tr>
<tr>
<td>End of School Day</td>
<td>3.15pm</td>
</tr>
<tr>
<td>Bus Departure (Tuesdays – Fridays)</td>
<td>3.20pm</td>
</tr>
<tr>
<td>Mondays Only</td>
<td></td>
</tr>
<tr>
<td>Active After School Program</td>
<td>3.20 – 4.20pm</td>
</tr>
<tr>
<td>Bus Departure</td>
<td>4.20pm</td>
</tr>
</tbody>
</table>
**Aboriginal Community Education Officer**

The role of our Aboriginal Community Education staff member is to work in school to provide support to Aboriginal students, teachers, parents/caregivers and Agencies.

Their main role is community engagement which means making the links with families to strengthen the relationship and networking with Agencies to provide a seamless service.

Aboriginal Community Education Officers are to promote early engagement with learning, promote a strong foundation for future educational achievement, and encourage the social, emotional, physical and cognitive development of students.

**Active After School Programme**

Hawker Area School became a participant in the Active After School Program in 2009.

The aims of the program are:
- To increase physical activity levels of Australian primary school-aged children through a nationally coordinated program
- To provide increased opportunities for participation in quality, safe, inclusive and structured physical activities
- To help communities develop the capacity to provide structured physical activity programs for children and to stimulate local community involvement in structured physical activity

Active After School focuses on games rather than techniques and technique drills to allow students of varying abilities to participate and have fun in the sessions.

Hawker Area School's Active After School Program runs 7 times per term on Monday afternoons from 3:20pm - 4:20pm. The bus route runs later on afternoons when the program operates to allow students that live out of the town the opportunity to participate.

As the program is designed for Receptions to Year 7 students, older students who wish to participate in the program do so as additional facilitators.

**Active Play**

Hawker Active Play - A Joint Initiative between Country Health SA and the Hawker Area School.

Hawker Active Play Philosophy:
- To encourage the healthy development of children through play activities by supporting children's fine and gross motor skills as well as language and literacy
- To be an effective strategy to address inadequate development in our rural children
- Active Play is conducted at Hawker Area School providing a venue for health promotion activities as well as Outreach visits from Allied Health Professionals, who work with the community to identify their needs

Hawker Active Play not only focuses on physical fitness involving fundamental movements such as balancing, climbing, crawling, rolling, jumping, catching and tumbling skills. It also promotes healthy living, and enhances children's social, emotional, physical and intellectual development in a safe, secure environment.

Travel Claims - for all remote and isolated families (more than 5 kilometres from the school) there is an opportunity to claim for travel allowance.
Admission Policy & Enrolment Procedures

Parents are asked to accompany their children to the school when enrolling them so that necessary forms can be filled in immediately and parents are able to discuss the child’s education at the school with the principal and the teacher.

Children are not compelled to enrol until they are six years of age. If parents choose to enrol children between the ages of five and six then they are expected to attend school in a regular pattern.

Starting School in 2013 & 2014

Children who have started preschool in 2012 will start school after their four terms of preschool as is now the case.

Children who start preschool in Term 1 and Term 2 of 2013 will start school on the first day of Term 1 in 2014.

From 2014, South Australia will have the same first day of school for all children. This will be the first day of Term 1. Having the same first day of school means that every child is guaranteed four terms of reception before they go on to the rest of their primary schooling.

If your child turns five before May 1st, they will start school on the first day of Term 1 in that year. If your child turns five on or after May 1st, they will start school on the first day of Term 1 the following year.

The minimum age for starting school will be four years and eight months from 2014.

Transition Programme

The school operates a transition policy for children starting school for the first time. This policy is aimed at making the transition to school as easy as possible.

The transition programme runs in conjunction with the Hawker Childhood Services Centre.

Please contact the preschool early in the term prior to when your child is to start school so that the programme can be made known to you.

What the Child Needs

1. Broad brimmed hat (see SunSmart Policy)
2. A library bag in which the child can take home library books
3. Names on everything. This includes the lid and base of their lunch box, water bottle, school bags and all clothing especially hats, jumpers and jackets. Labelling is especially important on all clothing worn on swimming or PE days

Assemblies

Assemblies are held regularly throughout the term. Dates and times are advertised in the Bulletin and Newsletter. Parents and Caregivers are most welcome to attend.
Assessment & Reporting

The following systems occur:

- Term 1 - R-12 Parent/Student/Teacher Interviews and Interview sheet
- Term 2 - R-12 Written reports sent home and Semester 1 reports from Open Access
- Term 3 - R-10 Assessment folders and SACE interviews
- Term 4 - R-12 Written reports sent home and Semester 2 reports from Open Access College, TAFE and SACE

Copies of the Term 2 and Term 4 reports will be kept as part of the school’s records management.

Open Access College, TAFE and SACE reports will be distributed when they become available throughout the year.

Front Office staff will copy student reports prior to distribution for the student’s personal file.

Student Reports are distributed on the last day of Terms 2, 3 and 4 each year.

If students are absent when student reports are ready for distribution, they can be collected from the Front Office. If the student will not be returning to Hawker Area School in the future, the report will be posted to the current known address.

Reporting to parents may occur at times other than those programmed. Interview requests made by teachers can be in writing (i.e. Diary notice or letterhead from the Front Office), by telephone or face-to-face.

Attendance & Absences

If your child is ill, please keep them at home until they are well.

If the absence is for one day, please phone the school or send a note of explanation in your child’s diary or contact book where applicable, to the class teacher.

If the illness extends for more than one day, please contact the school to keep the school informed.

If you know that your child is going to be away for more than two days you will need to apply for an Exemption. The Exemption will be granted by either the Principal or the Regional Director depending on the length of the absence.

If your child is away and there is not an explanation, a member of staff will ring to seek an explanation. If no explanation is received (or after three days of absences) a letter will be sent home.

After ten days of absences the matter will be referred to the DECD Attendance Officer.

If you have any concerns about this, or if you wish to make arrangements for alternative programs while your child is absent, please do not hesitate to contact the school.
Awards & Recognition

This school operates a system to recognise student achievement and to encourage students in a range of fields (academic, behavioural, social).

Teachers establish a system of rewards/reinforcement in their classes.

Rewards can take many forms including social or group rewards, self-initiated rewards and, to a lesser extent, material rewards.

Certificates may be given out during the year at School Assemblies. Parents are welcome to attend these assemblies and dates will be in the Newsletters and Bulletins.

A final awards presentation will take place at the end of the year when recognition will be given to students who have achieved significant landmarks in their educational progress.

An Awards Committee meets as a sub-committee of the Governing Council and reviews, monitors and evaluates the implementation of the recommendations for awards.

End-of-year Awards presented during the end of year Presentation Night Ceremony

Class Awards
One award per class group will be awarded and are presented by the Class Teacher for:
   ─ Excellence/high achievement and/or for most improved/encouragement

Citizenship Award
This award is presented by the Governing Council’s Chairperson. It is presented to the student or students’ who demonstrates:
   ─ Service to the school
   ─ Service to the community
   ─ Upholds the Hawker Area School values in their daily lives – Doing your Best, Co-operation, Caring, Inclusion and Respect

Nominations can be made by anyone in the school community and as many awards are given as deemed appropriate by the Committee.

Nomination forms need to be returned before the end of Term 3 each year. This award may not necessarily be presented annually.

School Community Award
This award is presented by the Principal. The recipient can be a student, staff member or community member for:
   ─ Recognition for individuals who have ‘gone the extra mile’ for Hawker Area School

Nomination forms need to be returned before the end of Term 3 each year. The Federal Member of Parliament, representing the electorate of Grey, donates this award.

Junior & Middle School All Rounder Award
This award is presented by the Principal to a Reception to Year 9 student who participates in a wide range of school and community activities. This award is designed to recognise a student’s achievement across the school as well as in the community.

   ─ The recipient will show commitment and a willingness to participate in all areas of their schooling, as well as a desire to always do their best

The Dobson family is invited to donate this award. This award may not necessarily be presented annually.
**Year 7 Students Graduation – Transitioning from Primary to Secondary schooling**

This is awarded to all students completing Year 7.

Currently the awards are donated by the Freemasons of SA & NT – Quorn Lodge. Mr John Teague, a local Lodge member, is invited to present this award.

**Senior Secondary Student Award – Year 10, 11 and 12**

This award is presented by the Principal. The recipient of this award is a student who is selected based on the following criteria:

- Positive attitude and commitment to learning
- Sound academic record
- Strong leadership skills
- Willingness to participate in school activities
- Desire to always do his/her best
- Excellent role model for fellow students
- Demonstrates pride in our school

**Year 12 Students Graduation Awards**

These are presented by the Principal. The recipients of these awards are students based at the Hawker Area School and are completing Year 12.

**The Sandra McKenzie Peace Award**

This award honours Sandra and her contribution to the school community. Middle School students suggested the criteria in 1998. In 1999 it was decided to name the award The Sandra McKenzie Peace Award in her memory as a valued staff member at Hawker Area School. The spirit of the award and the criteria generally typifies Sandra’s nature, values and relations with others.

The award is open to all students. Any student can nominate others. Students in Years 4 to 12 vote for those students who have been nominated.

The Sandra McKenzie Peace Award is awarded to a student who:

- Sets an example for other students
- Is a good sport
- Doesn’t argue or fight
- Is nice to others
- Is friendly
- Is non-violent
- Looks after animals
- Doesn’t hurt or be cruel
- Doesn’t damage things
- Has not been to Internal Suspension for violence
- Problem solves

The award is donated and presented annually at the Presentation Night by a member of Sandra’s immediate family.

**Awards for Languages Other Than English**

The **Indonesian Award** is presented by the LOTE teacher to a student nominated by the LOTE & ACEO team.

The recipient is a student who demonstrates:

- Excellence/high achievement and/or for most improved/encouragement
The **Yura Muda Award** recipient is a student nominated by the LOTE & ACEO team.

The recipient of this award is selected based on the following criteria which have been developed by the Aboriginal Education Team:

- Pays attention in class
- Shows respect and understanding
- Practices cultural ideals at home
- Shares knowledge with other people
- Promotes Adna-mat-na culture

The award is donated and presented annually by a member of Pearl McKenzie's family to honour her efforts in sharing and preserving her language and culture.

**Encouragement Award**

The recipient of this award is a student who:

- Shows that by making an effort and having the determination to make the most of what Hawker Area School has to offer they can succeed and will reach the goal that they set for themselves

Staff nominate the student(s), discuss and vote. The Reynolds family is invited to donate and present this award.

**Attendance Awards**

These are presented by the Principal. The recipients of these awards are students who:

- Are equal to or above the criteria of attendance – 95% and higher

The period of time covered is from the first day of Term 1 until the end of the SACE year in Term 4.

**Volunteers Awards**

These are presented by the Principal. Staff nominate community members. The recipients of these awards are:

- Members of the public who have assisted the school during the year

Guidelines updated by the Awards Committee, August 2010

Ratified by Hawker Area School Staff, August 2010

Ratified by Governing Council, 7/9/2010
Behaviour Expectations

**Entering the School Grounds**
Children cannot enter the school grounds before 8.30am. Yard Duty starts at 8.30am and the school provides supervision for children from that time on until 3.20pm. There are three gates for students to enter the school grounds. They are located on Wirreanda Terrace (in front of the Administration building); on Arkaba Street (next to the play area) and Chace View Terrace (next to the Chook Yard).

**Leaving the School Grounds**
Children are requested to have left the school grounds by 3.20pm. Departure from the school grounds is through the small access gate in Arkaba Street next to the swings and play equipment.

The Yard Duty Teacher ceases supervision at 3.20pm.

**Library Usage**
The library remains open outside school hours and parents must accept responsibility for children’s behaviour when using this facility. The library staff do not offer a supervision function.

**Bus Bay**
Parents and children are requested not to walk across the Bus Bay. During school hours children are not permitted in this area due to the possible safety risks of moving traffic.

Parents are requested to provide a positive role model by not walking across this area.

**Damage**
Children are requested to report any damage to equipment that they observe during the day. This alerts staff to the need to repair, replace or place a temporary ban on the use of that equipment until it is safe to use again.

**Litter**
Children are encouraged to keep the school environment healthy and clean. Putting our papers and rubbish in the bins will help do this. Recycle and 10¢ deposit bins are also provided in the yard for student use.
Behaviour Management Policy for Student

RATIONALE:
Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

AIMS:
- To build a school environment based on positive behaviour, mutual respect and cooperation
- To manage inappropriate behaviour in a positive, consistent and professional manner
- To establish well understood and logical consequences for student behaviour

IMPLEMENTATION:
- Our school will develop, through a process of wide community consultation, a student code of conduct, which outlines amongst other things, agreed behavioural development and management strategies
- Our code of conduct will place significant emphasis on the development and recognition of positive behaviours
- All students will develop individual learning plans that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement
- The school will deliberately engage the services of successful young people as guest speakers or workshop facilitators etc. to act as positive role models
- Whole school rules will be negotiated with the Students
- We will provide a wide range of positive extra-curricular activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits
- Positive student behavioural achievement will be appropriately recognised
- An up-to-date database of student behaviour will be maintained
- All staff will undertake professional development on student behaviour and discipline management
- The school curriculum will include units on resilience, values, peer pressure, positive choices, bullying, conflict resolution and leadership
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension
- Parents will be kept informed and actively encouraged to assist in the development of their children's behavioural performance

EVALUATION:
This policy will be reviewed annually as part of the school’s three-year review cycle.

This policy was last ratified by Governing Council on 30/11/2010
Do YOU bully or harass?

If you hurt, upset, scare or shame another person a staff member must respond. This response will depend on the seriousness of your behaviour. You will be given fair opportunity to show that you are willing to take responsibility for your behaviour.

Listen to the affects of your behaviour.

Show that you are sorry for what you did.

Make suggestions to help repair harm or damage.

We may offer you counselling, skills training and special programs to help you stop bullying and harassing.

This may include meetings with your parents or carers.

If you continue to bully or harass you may face more serious consequences according to our school’s Behaviour Management Policy.

What do you do if you see bullying or harassment?

Be part of the solution, not part of the problem. A bystander is an onlooker or spectator to bullying and harassment.

As long as you feel safe, you can:

• Tell the person that you will tell a teacher if they continue
• Go and tell a teacher immediately
• Tell the bully or harasser to stop
• Encourage your friends to respectfully tell the person to stop
• Help the person who is being bullied to get away from the situation
• Talk to your friends about taking a stand against bullying and harassment

Why has Hawker Area School adopted this Policy?

• We all have the right to be safe
• We can help ourselves to be safe by talking to people we trust
• Everyone has the right to be treated as a worthwhile individual
• Staff and students have a right to operate in a bully free and harassment free environment
• Staff and students need a framework for dealing with bullying and harassment
• Students who are bullied or harassed become frightened and miserable, their progress is always affected

Bullying and harassment is wrong and must be stopped
Bullying is repeated abuse of power, where a person or group use behaviour to hurt, upset, scare or shame another person.

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

Bullying and harassment at school can involve students, teachers, SSO's and parents.

**Bullying & Harassment happens in different ways**

- **Physical**: hitting, pushing, touching, rubbing, grabbing, spitting, taking or damaging property, using a weapon
- **Sexual**: any unwelcome written, 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 signals
- **Cyber**: using emails, voice & text messages, photographic & video images and social media
- **Graffiti**: using pictures, tags or words
- **Group**: forming groups to leave out, ignore or disrespect
- **Indirect**: influencing or organising someone else to bully or harass

**What can you do?**

If you want the behaviour to stop, you must be prepared to do something about it.

Here are some of the things you can do:

Think of ways to stay SAFE
- If it is SAFE tell the person to STOP
- Respond respectfully
- Don’t react, explode or take revenge
- Tell a teacher, SSO, parent or friend
- Ask teachers, SSO’s, parents & friends to help
- Tell yourself that you never deserve to be bullied or harassed
- REPORT the bullying & harassment as soon as it happens
- You can report bullying in person or confidentially to the Principal by email to nobullying@hawker.sa.edu.au
- Follow the steps to make it STOP

A teacher must respond if they see or hear about bullying & harassment. Bullies often hide their bullying tactics from adults.

Our school’s Behaviour Management Policy is there to support you. Teachers will deal with bullying & harassment in different ways depending on how serious it is.

**The steps to make it STOP**

What will happen when you tell a teacher
1. They will listen
2. They will discuss the problem with you
3. They will help you deal with the problem.

Strategies to intervene may include counselling for students who are bullied & who bully (applying consequences as necessary), conferences & agreements to support safety & respect, assertiveness & conflict management skills, talking with parents/carers, suspension etc.

4. If you decide not to go any further that’s OK

**You are in control of what happens**

If you decide to go further, this is what will happen:
- The bully or bullies will be told by the teacher that a complaint has been made
- Investigation carried out
- If the complaint is proved, the bully or bullies receive a warning and counselling

If the bullying continues
- Parents/carers are informed and interviewed by the Principal and teacher
- In school suspension
- Out of school suspension which could lead to expulsion

Reviewed February 2012
# Code of Conduct

**Beliefs, Values, Attitudes and Behaviours**

We believe in our school being a safe caring place where everyone works and learns together, experiences success and achieves their full potential.

<table>
<thead>
<tr>
<th>Doing your best</th>
<th>Inclusion</th>
<th>Cooperation</th>
<th>Respect</th>
<th>Care</th>
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<tbody>
<tr>
<td>Being willing to learn</td>
<td>Being friendly</td>
<td>Getting along</td>
<td>Respecting</td>
<td>Being supportive of others</td>
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<tr>
<td>Having fun learning</td>
<td>Caring for others</td>
<td>Organisation</td>
<td>• Yourself</td>
<td>Helping others</td>
</tr>
<tr>
<td>Having a go</td>
<td>Standing up for others</td>
<td>Being respectful</td>
<td>• Others</td>
<td>Everyone has the right to feel safe</td>
</tr>
<tr>
<td>Asking for help</td>
<td>Being positive</td>
<td>Everyone has the right to learn</td>
<td>• Property</td>
<td>Caring for each other and the environment</td>
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<tr>
<td>Being confident</td>
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<td>Staying safe</td>
<td>Using good manners</td>
<td>Being supportive</td>
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<td>Being resilient</td>
<td></td>
<td></td>
<td>Working together</td>
<td></td>
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<tr>
<td>Being persistent</td>
<td></td>
<td></td>
<td>Being honest</td>
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</tbody>
</table>

Listening... Being Organised... Following Instructions... Helping Others... Asking For Help... Setting and achieving goals... Staying on task... Being proud of achievements, your own and other peoples... Sorting out frustrations appropriately... Sharing... Valuing other peoples’ opinions and feelings... Recognising and including those who are lonely... Asking to join in... Being polite and using manners... Negotiating... Encouraging others... Respecting peoples’ personal space...

Parent / Caregiver please sign and return to school

____________________ Date __________
Yard Behaviour Management

**Appropriate Behaviour**
- having the correct hat for play
- playing co-operatively with others
- dealing with issues that arise without teasing, harassment or violence
- interacting safely with others/using equipment correctly
- not being in ‘out of bounds’ areas
- getting adult assistance when needed to deal with issues

- Having fun at break times.
- Assembly Awards, Whole School Rewards.

**Inappropriate Behaviour**
- Rule reminder given to student by duty teacher.
- Diversion or relocation tried by duty teacher

- Time Out. Student told they have a time out and they need to go to the Time Out Bench immediately for specified time.

- Student goes to bench immediately, completes time out then returns to play or class.
- Student chooses not to attend.

- Leadership advised. Leadership will address the issue with the student.

**Dangerous or Unsafe Behaviour**
- Any violent, unsafe or physically dangerous behaviour.

- Yard duty teacher requests front office to seek immediate support.

- Leadership manage the removal of the child from the yard and deal with the behaviour

- Student attends time out and completes time out with additional time/ consequence.
- Still doesn’t comply! Leadership supervise office exit/internal suspension, with a note home to parents or take home for non compliance.

- Investigate the issue and use whole school behaviour management process for consequences of the behaviour displayed.

**All behaviours will result in logical consequences**
Learning Time Behaviour Management

**Student Responsibilities**
- Participate in negotiations of rules
- Declare ownership of Code of Conduct
- Participate in drawing up the consequences for appropriate and inappropriate behaviour
- Take control of their own behaviour by:
  - dealing with issues without violence, harassment, teasing or put downs,
  - negotiating with a range of others,
  - accepting the consequences for their behaviour,
  - celebrating their behaviour successes

**Learning Areas**
- Code of Conduct negotiated between adults and students, agreed to, signed, displayed in rooms, communicated to parents and visibly lived by all participants.
- Students choosing appropriate
- Efforts acknowledge fairly by:-
  - stamps
  - stickers
  - steps on charts
  - other incentives
- Class Rewards, Assembly awards
- Whole School
- Students choosing inappropriate
- Rule reminder
- In class time out
- Available teacher time out for set time/ task completion then returns to class.
- Lost time to be made up.
- Teacher contact home.
-教师电话到办公室给老师/家长/照顾者谈话和/或后果
- Information sent home to parent/caregiver.
- Parent/caregiver phoned + note sent home.
- Information delivered or sent to parent/caregiver.

**Leadership Support**
- Non Urgent Phone Call
  - Leadership responds by:-
    - Taking class while teacher deals with student
    - Talking to the student in / near the room.
    - Removes the student to the Front office for talk and / or consequences
- Urgent Phone Call.
  - Phone call to front office for leadership to attend at earliest convenience
  - Phone call to office for urgent assistance.
- Phone calls home or notes in diaries to celebrate success
- Office exit for set time then return to class.
- Internal Suspension for set time for the rest of the day or next day.
- Suspension for between 1 and 5 days depending on incident.
- Exclusion / Expulsion as per the DECS guidelines.
**Bikes**

**INTERFERING WITH BIKES**
Children are not to interfere with any other students' bike and to assist this, the bike racks are declared non-playing areas.

**BIKES IN THE YARD**
Entering and leaving the school grounds is through the small access gate in Arkaba Street next to the swings and play equipment. Children must to walk their bikes in the school yard.

**CHILDREN ON BIKES**
When children on bikes leave the school grounds they are reminded to watch out for traffic and obey the road rules.

**Breakfast Club**
The Breakfast Club has been running very successfully for a number of years now and operates from 8.30am to 8.45am on Mondays and Fridays. It is provided to our students to promote a healthy start to the day with toast and fruit juice and supports our Right Bite programme. This programme is funded by the school. Parents and siblings are welcome; to encourage the students to attend, but breakfast is intended for students only.

Twice a term, the Breakfast Club provides alternative breakfast to the normal selection, including such things as crumpets and pancakes. These special days also comply with the Right Bite programme.

**Buses**
Hawker Area School operates a school bus using the guidelines established by the Transport Service Unit of the Department of Education and Children's Development.

The Governing Council in liaison with the Principal will be responsible for bus issues relating to the school. Should you have any bus issues then you need to contact the Principal to discuss them.

The Bus Committee is made up by the Principal, Governing Council Chairperson and three parent representative. The Principal will chair meetings of this committee.

Students attending the Hawker Childhood Services Centre will be carried on the bus in accordance to Department of Education and Children Development Policy. Individual approval must be given in writing by the school's Principal granting permission for pre-school students to travel.

All parents with children travelling to school on the bus are issued with a current Bus Timetable at the beginning of the year and sent updates as required.

Changes to the route must be arranged through the Principal and will go to the Bus Committee for recommendation and then to the Governing Council for endorsement before being sent to Adelaide for approval. This takes time and will not happen quickly. Suggestions or concerns must be in writing and addressed to the Principal. They can be discussed with your bus committee representatives.

**TRAVELLING ON THE BUS**
The driver needs to be notified, by the parent either verbally or in writing when the students will not be on the bus on any given day. The driver can be contacted by phone.

The timetable, as published, is to be maintained. In the morning the driver will wait at a stop for two (2) minutes past the published time, if they have not had prior information from the parent. The driver will then leave the stop and maintain the schedule. Parents arriving after that time will need to transport children to school or catch the bus along its route.

In the afternoon normally the bus departs as soon as all students are on board or at 3.20pm whichever is earliest.
Parents need to be approximately 3 - 5 minutes early to collect children from bus stops as it may be running early due to some children not being on board. On occasions the bus may run late.

The driver of the bus will not allow students to get off at another stop rather than their normal stop without prior written or verbal advice from the parent. *Verbal advice via the student is not acceptable.*

The bus driver cannot authorise other than school children to travel on the bus. Parents wishing to arrange for other passengers to travel on the bus must do so through the Principal. This will then give these passengers legal cover while on the bus.

Where seat belts are fitted to a school bus it is Department policy all students must wear belts at all times when the vehicle is travelling. It is not the driver’s responsibility to ensure that students are correctly seated and the seat belt is in place.

From July 2010 children must be secured in their age appropriate restraint - 4-7 years a child safety seat with an inbuilt harness or booster seat; 7 years and older - booster seat restrained with a seatbelt or correctly fitted adult seatbelt.

Legislation requires that buses shall not carry any parcels, goods, luggage (other than hand luggage), newspapers or mail weighing more than 20 kilograms except in in-built storage compartments. They cannot be carried in the passenger seating space of any bus.

Misbehaviour on the school bus will be managed by the Principal. Students will not be put off the bus by the driver, but could be suspended from bus travel by the Principal if inappropriate behaviour is continued. The Hawker Area School Student Behaviour Management policy will operate in relation to student conduct on school buses. Students should not talk loudly or in any way distract the driver. Litter must be put in the bin provided.

**BUS AND WET WEATHER**

If weather conditions are likely to prove hazardous for bus travel and the safety of the students/driver is in doubt the bus may not complete the full route.

The driver will alter the timetable if road conditions do not allow the bus to maintain the required speed. Parents will be made aware of this.

If weather conditions in your area are likely to prove hazardous for bus travel, parents are requested to contact the Principal or Driver and advise them of your concerns. This may result in the bus not completing the full route if the safety of the students/driver is in doubt.

If weather or other circumstances are reported to the school and the Principal feels that it is in best interests to have the bus run earlier or not at all, efforts will be made to contact parents and advise them of this decision.

If students cannot be collected from their bus stop or the bus does not run, students will remain at school until parents can arrange for them to be collected from the school. It is clear what our roles and responsibilities are in the event of wet weather. To support these procedures the Principal or delegate will care for the students remaining at school until parents can arrange to collect them.

**BUS AND CATASTROPHIC BUSHFIRE WEATHER**

On days of catastrophic fire weather, the bus will not run. Parents will need to arrange alternative transport for their children.

Travel claim forms will be provided for days when the bus does not run.

**BUS USE - CAMPS, EXCURSIONS ETC.**

On occasions the bus will be used to support interschool events for students. This may result in bus timetables being altered (i.e. run one hour later).

Parents are asked to support these variations so that students can be involved in sporting/cultural events. Parents will be notified in advance.
Camps & Excursions

LOCAL EXCURSIONS
The school's Outdoor Education Policy and plan encourages all students to take part in a series of experiences that build on one another.

Throughout the year several types of excursions are undertaken as an integral part of the curriculum.

Parents are given details of an excursion in advance and are asked to sign a consent form on each occasion.

Annually parents are asked to give a general consent for their children to participate in local excursions - those excursions which will take place within a 1km radius of the town. Any excursion outside this radius requires a consent form.

GUIDELINES FOR CAMPS AND EXCURSIONS FOR YEAR LEVELS/CLASS GROUPS
- All Camps and Excursions are dependent on class structures and available qualified staff

RECEPTION TO YEAR 2 (JUNIOR PRIMARY)
- Day trips and short excursions
- Sleep-ins and overnight stays – at school and local venues
- Whole School Camps – at the discretion of parents, caregivers and staff

YEAR 3 – 7 (PRIMARY)
- Day trips and short excursions
- Local camping overnight
- Residential camping in different locations (2 – 4 days)
- Whole School Camps

YEAR 8 – 12 (MIDDLE & SENIOR SECONDARY)
- Day trips and short excursions
- Residential based camp-site in different locations (2 – 5 days)
- Range of curriculum, sporting, leisure and career experiences and opportunities
- Whole School Camps

NOTIFICATIONS
Notification of intention to hold a class camp, of the timing, venue and approximate costs is to be given to parents as early as possible in the school year.

The right of parents and caregivers to withdraw their child from excursions and camps is accepted. Students not attending class excursions and camps can be placed in another class for the duration or negotiated work provided for completion at home. These options will be discussed and negotiated between class teacher, student and their family.

The attendance of parents on camps as helpers/supervisors is encouraged. An appropriate ratio of supervisors should be:
- Reception to Year 2 = one adult : per five students
- Year 3 to 7 = one adult : per seven students
- Year 8 to 12 = one adult : per seven students

These numbers should be seen as a minimum. For water based activities this ratio may be altered. Where possible, a gender balance of teachers & adult supervisors will be provided.

All camps will be arranged in accordance with the Department of Education and Children Development requirements and must be approved by the Principal.

If a student needs to be taken to a Doctor or hospital whilst on camp, the child’s parents will be contacted as soon as possible. The schools’ mobile phones will be taken on all camps and excursions.

Parents, caregivers and volunteers who wish to participate in our school camps must have a valid Police Check.
Committees

Governing Council
The Hawker Area School includes a number of committees which are all sub-committees of the Governing Council. They derive their roles from the Governing Council and make recommendations to it.

The role of a Governing Council is:
- To exercise a general oversight over the well-being of the school
- To advise the Principal as necessary on the correlation between the work of the school and the educational needs of the district
- To note the accommodation, grounds and equipment provided at the school and to advise the Chief Executive Officer through the Principal of any alterations, additions and replacements considered necessary
- By arrangement with the Principal, decide on the distribution of any grant made to the Governing Council by the Minister
- To consider in broad outline the general policy within the school, of which the Principal shall keep the Governing Council continuously informed, and advise him or her of the considered view of the local community regarding educational developments with the school
- To keep proper books of account and to ensure their audit at least once per year

Currently Governing Council comprises of at least 10 councillors including:
- 1 Principal
- 6 elected parent representatives
- 2 community members co-opted by Governing Council
- 1 representative nominated by the Flinders Ranges Council
- 1 staff representative

Meetings are held at night on a Monday, twice a term and the dates are printed in the newsletter and bulletins.

An Annual General Meeting is held in February each year to report on the previous school year’s activities and finances and to elect Councillors for the current year.

Further information about Governing Council is available from the Principal and Chairperson of Governing Council.

All other Committees are:
- **Awards Committee** To help encourage student achievement and development. They meet a number of times a year.
- **Bus Committee** To investigate bus issues and make recommendations for resolving them. They meet as the need arises.
- **Finance Committee** Help manage the school’s finances to achieve its goals. They meet just prior to the Governing Council meeting, twice a term on a Monday night.
- **Parents and Friends Committee** Help provide additional resources for students and support activities which students participate in. They meet twice a term on the Thursday of the week prior to Governing Council.
- **Yura Muda Committee** To effectively engage all Indigenous families and their students in the learning opportunities that this site has to offer. They meet twice a term in Week 3 and 8.
Concerns, Problems & Complaints

From time to time parents have a concern about their child or an aspect of the School. The most important single step that you as a parent are asked to take is to communicate that concern through appropriate channels as outlined below.

- Talk to the person (staff member) who is directly involved with your concern.
- If still unhappy, think about your concern and make another appointment to discuss and negotiate. There is always more than one solution.
- If the above steps fail, approach the Principal with your problem or concern. Please tell the staff member that you are going to pursue the matter.
- If you cannot get an acceptable solution to your problem after talking with the Principal, you may choose to pursue the matter and seek advice as to who is the most appropriate person to relate your concern.
- You may choose to write to or contact the Regional Director, at the Far North & Aboriginal Lands District Office, Pt. Augusta, phone 86 416877.

It is important that you communicate your concerns to the School. If your concern is not known then it is unlikely that it can be resolved.

Diaries

Students in Reception to Year 2 have a Contact Book to help maintain more personal contact with parents. Students in Year 3 - 12 are required to have a diary which is issued with initial stationery at the beginning of the year or when the student enrolls during the year.

Diaries are used to record homework, test results, assignments, reminders’ about events or items which students must bring to school.

They are used for communication between parents and teachers. Parents are asked to sign the diaries on a daily basis.

Where set homework is not done, parents are asked to write an explanation in the diary.

Absentee notes should be written against the days on which the student is absent.

Electronic Devices

Parents/caregivers and students are reminded that image capture and storage devices such as cameras, phones and I-Pods must not be used at school to take photos or videos of other students. In instances where images are recorded and shared with others, students may face suspension or exclusion.

Students and teachers have agreed on protocols for the use of I-Pods for music in the classroom. Individual students will be given the opportunity to listen to music at the discretion of the teacher.
Financial Assistance

A number of schemes are available to families and are listed below.

**School Card**
The School Card Scheme provides financial assistance towards the cost of materials and services charges for full-time school students of low income families. School Card benefits are applicable for full-time students receiving primary and secondary schooling from four years of age. Approval for School Card will be dependent upon family income not exceeding the School Card income limits. Forms are available from the Front Office.

**Travel Allowance**
Students residing 5 km or more from the school or the nearest bus route are eligible to receive a travelling allowance. Parents are sent a claim form once a term.

**Isolated Children’s Grant**
Eligibility for assistance exists where students must live away from home or live a long way from the nearest school or bus route. For further details please direct your enquiry to the Principal.

**Austudy**
This provides for financial assistance to students 16 years of age or over who are undertaking fulltime secondary study. Information and applications are made through Centrelink.

**Abstudy**
Students of Aboriginal descent who attend school may be eligible for financial assistance under the scheme. Information and applications are made through Centrelink.

**Support Grant Scheme**
Is administered by P&F and endorsed by Governing Council. This scheme provides financial assistance through a special fund to support students to achieve extraordinary learning outcomes. It is available to Middle/Senior school students of Hawker Area School who have been at the school for at least one year. Applicants must demonstrate particular interest in furthering their education or participation in special individual learning programmes. It is not in most instances available for goods and materials.

**Fire Alarm & Procedure for Parents on School Grounds**

**Fire Alarm**
This is 5 short blasts of the siren or if this is not possible continuous ringing of the outside bell. It is to be sounded by a staff member.

**Procedure**
Parents/caregivers are to take direction from the staff member in charge of the area they are in.
Flexible Learning Options (FLO)
Most young people successfully stay at school and complete Year 12. Some young people struggle with staying on for many different reasons. For some young people, they don’t see school as relevant, or they have relationship difficulties, or there are health issues that make it difficult for them to learn at school. Flexible Learning Options (FLO) ensure all young people have the chance to successfully complete school and get the qualifications they need for a job.

FLO provides flexible ways to support students in their living and learning, and helps them to work out a future pathway for their life.

Together with their personal case manager and/or teacher, the student will develop and individual Flexible Learning and Transition Plan, based on their interests and goals for the future. They will get qualifications for their learning, which will help them to get a job or move into further education and training.

Gifted Students
Hawker Area School recognizes that students with exceptional ability may be present in our school population.

Gifted and talented students require supportive learning environments in order that their potential may be catered for and developed.

Gifted and talented students can under achieve in relation to their potential.

Hawker Area School is committed to identifying our gifted and talented students.

Classroom methodologies needed by gifted and talented students may benefit all students.

DECD recognizes that these students belong to an at-risk group and will ensure that gifted and talented students are identified and receive specific educational attention.

If you think your child may fit the criteria, please contact the Principal.
Grievance Procedure
At Hawker Area School we believe that good relationships between the school and its community give children a greater chance of success.

However, it is only natural that from time to time grievances can arise.

Principles of our policy:
- Everyone should be treated with respect
- Meetings to discuss grievances should be suspended if any person(s) behave in an insulting or offensive manner

<table>
<thead>
<tr>
<th>STUDENTS with a grievance should</th>
<th>PARENTS/CAREGIVERS with a grievance should</th>
<th>TEACHERS with a grievance should</th>
</tr>
</thead>
</table>
| STEPS:-
  Talk to the person about the problem.
  Talk to a staff member about the problem at an appropriate time.
  If you feel uncomfortable, speak to someone, ‘who you feel comfortable with.’
  If the issue is still unresolved speak to your parents or caregivers. | STEPS:-
  Arrange a time to speak to the relevant staff member about the problem by contacting the school on 86484003.
  Let the person know what you consider to be unjust or unfair action.
  Allow a reasonable timeframe for issue to be addressed.
  If the grievance is not addressed, arrange a time to speak with the Principal.
  If you are still unhappy, please arrange a time to resolve the issue with the Regional Director, Far North and Aboriginal Lands on 86416877. | STEPS:-
  Arrange a time to speak to the person concerned.
  Allow reasonable time for issue to be addressed.
  If the grievance is not addressed, speak to:
  - your Principal
  - a nominated grievance contact person
  - OH&S rep
  - Harassment Officer
  - Union rep. (AEU)
  (Ask their support in addressing the grievance by speaking to the person involved on your behalf or by acting as a mediator in a meeting.)
  If you are still unhappy arrange a time to speak to the Regional Director, phone: 86416877. |
Health Related Issues

COMMUNICABLE DISEASES
If your child contracts any of the following diseases, it is DECD’s policy that these rules must be observed:
- **Chicken Pox** - the student to be excluded until all the blisters have dried
- **Conjunctivitis** - the student to be excluded until discharge from the eyes has ceased
- **Head lice** - the student to be excluded until the day after appropriate treatment has commenced
- **Measles** - the student to be excluded for 4 days after onset of rash
- **Mumps** - the student to be excluded for 9 days until swelling goes down, whichever is sooner
- **Ringworms** - the student to be excluded until the day after appropriate treatment has commenced

DRUGS
The Education Department’s policy on the use of drugs in school is clear. If the drugs are illegal the matter will be reported **directly** to the Police and will be managed by a Police investigation. All other drugs will be reported to parents for action.

MEDICINES
Could you please inform your child's teacher if your child has to take medication while at school. If children are taking medicines parent/caregivers need to notify the teacher IN WRITING of the dose and the frequency. Medication to be taken during school hours needs to be stored in the First Aid Room. The School will not administer pain killers (Aspro, Disprin, Panadeine etc.) in normal circumstances.

It is advisable that asthmatic children keep their medication in the First Aid room for emergency use at school. These will be individually labelled.

Those students who require individual health or personal care support are asked to complete a Medical Information and Individual First Aid Plan form. This should be up dated annually.

SICKNESS & ACCIDENTS
Cases of sickness or accidents are directed to the first aid trained staff member. The First Aid Room is located in the main Administration Building near the Front Office.

Immediate assistance is given where possible for minor problems, but assistance is sought from the hospital in more serious cases. Attempts are made to notify the parent or guardian immediately when a child is taken to the hospital for treatment.

If a student is not well enough to go back to class after 30 minutes or if the child returns unwell, after one prior first aid visit, parents/caregivers will be contacted and asked to make arrangements to collect that child.

SMOKING
This is not permitted in the school grounds. Smoking by students is not permitted at any time in the school grounds or at functions at which they are classed as being under school supervision.
Helping Your Child At Home

Genuine interest and positive encouragement is the best help that any parent can give to a child. Listen to your child and discuss the things she/he is interested in. Allow your children to try things for themselves.

Children love to see their parents visit the school. This is a positive way of showing interest in the child’s work.

Information on helping your child in specific areas such a reading, writing and language is available at the school from time to time.

**HOMEWORK**
This is an integral part of the educational program of the school. Much of the homework will be in form of projects, contracts and/or completion of unfinished work.

The establishment of sensible study habits is a very important learning activity. Homework needs to be done in a quiet well lit room away from the television.

As a guide to the amount of homework:

- **Year R-2**: Regular times with reading books, Spelling and Maths Contracts and preparation for their Daily News Presentation
- **Year 3-4-5**: Reading, contract and completion of work 15-20 minutes per night
- **Year 6-7**: Three subjects per night, 20 minutes per subject
- **Year 8-9-10**: Three subjects per night, 30 minutes per subject
- **Year 11-12**: To complete work as required
ICT – Information & Communication Technology

**Cyber-Safety at Hawker Area School**

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at Hawker Area School, and to the effective operation of the school. The ICT equipment is for educational purposes appropriate to this environment, whether it is owned or leased either partially or wholly by the school, and used on or off the site.

The overall goal of Hawker Area School is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

All learners will be issued with a Use Agreement and once signed consent has been returned to school, learners will be able to use the school ICT equipment.

Rigorous cyber-safety practices are in place, which include cyber-safety Use Agreements for staff and learners, who have been involved in the development of the agreement. Child protection education, such as the Keeping Safe child protection curriculum, includes information about remaining safe when using new technologies and is provided to all learners.

Material sent and received using the network may be monitored and filtering and/or monitoring software may be used to restrict access to certain sites and data, including e-mail.

While every reasonable effort is made by schools, preschools and DECD administrators to prevent children’s exposure to inappropriate content when using the department’s online services, it is not possible to completely eliminate the risk of such exposure. In particular, DECD cannot filter Internet content accessed by your child from home, from other locations away from school or on mobile devices owned by your child.

DECD recommends the use of appropriate Internet filtering software.


Please contact the principal, if you have any concerns about your child’s safety in using the Internet and ICT equipment/devices.

Important terms:

‘Cyber-safety’ refers to the safe use of the Internet and ICT equipment/devices, including mobile phones.

‘Cyber bullying’ is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies - such as e-mail, chat room discussion groups, instant messaging, webpages or SMS (text messaging) - with the intention of harming another person.

‘School and preschool ICT’ refers to the schools or preschool’s computer network, Internet access facilities, computers, and other ICT equipment/devices as outlined below.

‘ICT equipment/devices’ includes computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies.

‘Inappropriate material’ means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a school or preschool environment.

‘E-crime’ occurs when computers or other electronic communication equipment/devices (e.g. Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.
**Insurance**

Various children’s and student’s accidents insurance plans are available. Information concerning these plans is sent home during the year or available from the Front Office on request.

Enrolment in the programme is entirely voluntary and between the parents and the Insurance Company.

**Languages**

It is school policy to teach 2 languages, Adna-mat-na and Indonesian. Students from R-9 spend a semester studying each.

**Leaving the School Grounds**

Students are not permitted to leave the school grounds without the written or verbal consent of parents.

Children who are going home for lunch, or going to an appointment during the school day, need to have a note from their parents giving them permission to do this. This then releases the school from its legal responsibility for supervision of children during this time.

Students who go home for lunch regularly can obtain permission at the start of the year, which remains valid for the year, unless rescinded by the parent/caregiver.

Before leaving the school grounds the student must inform their teacher then proceed to the Front Office to sign out. On returning, students will report to the Front Office and sign in.

**Lost Property**

When children lose pieces of clothing or personal items which cannot be identified and returned to the owner they are placed in lost property which is supervised by a member of the support staff.

Parents are encouraged to ask the Classroom Teacher and Front Office staff for any lost items.

Unclaimed items are sold or given to charity.

Parents are requested to label all items - all clothing, hats, bags, lunch boxes, drink bottles, etc.
Materials & Services Fees and Student Stationery

The Finance and Governing Council committees set the Material & Service Fees.

The School Fee is a composite fee, which covers all curriculum areas. This fee is not broken down into curriculum amounts, but goes into the overall budget figure. Parents can pay school fees by instalments and can negotiate this with the Principal.

The Materials and Services Charge is a compulsory parent or student contribution towards the materials and services provided to students for their educational course.

The Materials and Services Charge includes:

- Printed and electronic materials related to the educational program and which are provided for the student. Items and services such as:
  - Workbooks
  - Text book hire/E-book access
  - Photocopied materials and worksheets

- Stationery items that are provided for the student and are considered essential in relation to the curriculum offered. Items such as:
  - Pens
  - Pencils
  - Notebooks
  - Scrapbooks
  - Writing pads

- Materials and Services that are provided to undertake the fundamental elements of the educational course of instruction, by the school for the student to consume or use materials or take ownership of a finished article produced by the student with the materials. Such as:
  - Access to Student Information Technology
  - Access to machinery
  - Access to equipment
  - Curriculum/Subject supplies and services
  - Camps and excursions including transport services (essential to curriculum)
  - Swimming (essential to curriculum)

- Materials for the inclusion in the school library and to enable use by the student through borrowing of books and/or resources

Payment of the Materials and Services charge is due by the end of February for students enrolled at the beginning of the year. The general fee is adjusted where students enrol during the year.

Student stationery can be collected the week before school starts for students or it will be issued by the child’s home group teacher at the beginning of the year or when a student enrols during the year.

Newsletters & Bulletins

The school focuses heavily on school/home communications.

Every Thursday the Bulletin is sent home with the eldest child in the family and once a month on Thursday the Newsletter is published and sent home. At times the distribution day may change.

The Bulletin and Newsletter aim to inform about current learning programs, policy matters, school events and to invite parent participation in school affairs.

All notes, forms and permissions will be attached to the Bulletin or Newsletter.

The deadline for items to be placed in the Bulletin or Newsletter is 12 noon on the Monday prior to publication. Items can be emailed to dl.0175.info@schools.sa.edu.au.
Open Access College

The school’s policy on Open Access Fees is that the student pays the normal secondary Materials and Services Fees and the school supports these students by covering the full fees of the College. The school also supports students by meeting their teacher supervision costs and providing supervision at the school.

Outside Support

**Regional Support Services**

Every public preschool and school is part of an education region. Each region has an office and staff with specialist skills to support preschool and school communities in meeting the needs of children and students. Support Services Teams in the Far North Regional Office:

- Manager, Regional Support Services
- Disability Coordinators
- Guidance Officers
- Psychologists (Early Childhood)
- Hearing Services Coordinators
- Speech Pathologists
- Student Attendance Counsellors
- Social Workers
- Interagency Behaviour Support Coordinators
- How to Access Services

**Access**

Regional support services can be accessed through schools and preschools. The director or principal and the parent/s can discuss any concerns and determine if a request for support services is required. There is a high demand for some services, so there may be a waiting period before support service staff can respond. In most instances, support services staff will make their first contact with the preschool or school.

**Parental Involvement**

Directors and principals are responsible for ensuring that parents are involved in decision making about their child’s education and support needs. Where a referral to support services is required, informed parental consent is required.

A positive partnership between the preschool or school, support services staff and parents achieves the best outcomes for children.

**Work with Other Agencies**

Support services staff have working links with a range of other agencies. With parental approval, they may refer or facilitate the referral to another agency when this is appropriate. They may also work in partnership with another agency towards a coordinated support for the child or student. The exchange of information across agencies requires parental permission.

CAMHS (Child, Adolescent, Mental Health Services) Contact: Port Augusta

Enquires – (08) 8642 3201  Appointments – (08) 8648 5563

A CAMHS counsellor makes regular visits to the town.

If parents are concerned about their child’s vision or hearing they may contact the school or use the services of the hospital.

**Immunisation**

The Hawker Hospital offers immunisations as prescribed to our students.

Hawker Hospital – (08) 8648 4007

Doctor’s Surgery – (08) 8648 4172

**Dentist**

Treatment is available for children from birth to 18 at Port Augusta Community Dental Clinic, Flinders Terrace, Port Augusta. Phone (08) 8648 5888.
Personal Learning Folders

Each student has a Personal Learning Folder in which they are encouraged to set ambitious, but realistic goals and targets to support their learning.

Students also record their learning each week along with outcomes for attendance and spelling. Staff provide a term topic overview and copies of Individual Learning Plans. Regular reports from staff providing support are also included.

Parents/caregivers are encouraged to comment on their child’s learning each week.

Photographic & Electronic Student Images

At the beginning of each school year parents/caregivers are asked to give permission for photographic and electronic images of their children to appear in any media deemed appropriate by the school. This includes that school’s website, the newsletter and the schools’ magazine.

Where images are requested by outside organisations, separate written permissions will be obtained.

A reputable photographer takes whole school, class and individual photographs. This occurs annually.

Recess & Lunch

RECESS
A small scale Tuck Shop operates at recess time and orders are done in their classroom during morning Class Home Group time. Orders are collected by the student from the staffroom door.

LUNCH
Children are encouraged to eat their lunch at school. A 10 minute period is set aside in which children are expected to sit down and eat their lunch. This time is supervised by teachers on yard duty.
Those children who go home for lunch must have permission, signed by their parent. Regular permissions are advised at the beginning of the year. Written permission can be done in the student’s diary if the student does not usually go home for lunch.

Permission to go home for lunch does not give permission for the student to go down to the shops or the home of any other student. All students must sign in and out via the Front Office.

Students are able to order their lunches on Monday from a small menu provided by the school. This menu also complies with the DECD’s Right Bite Policy guidelines.

Students are able to order their lunches Tuesday to Friday from a menu provided by Sightseer’s Café. This menu is specific to the school as it has been planned to comply with the DECD’s Right Bite Policy guidelines.

If a parent places a lunch order direct with Sightseer’s which will be picked up by school staff, the lunch must be chosen from the menu designed specifically for the school.

All recess orders and lunches are ordered through the class group each morning and brought to the Front Office with the roll book. School staff collect lunches for distribution at lunch time. The student collects their lunch from just inside the staff room door at lunchtime.

Tuck Shop and lunch price lists are included in the Newsletter and Bulletin from time to time. Lunches are also available at school on special days; these could be the Community Lunch or activities organized by the students or Parents & Friends as a fund raising event.

Occasionally children may forget their lunch. If this happens parents/caregivers will be contacted.

For further information regarding the Department’s Right Bite Policy please contact the school.
Religious Education

Students participate in one 40-45 minute session each term. The sessions include singing, story/drama and written work and focus on a different topic each term. Parents are welcome to attend these sessions to see what is being presented.

All sessions are presented by a team representing the Christian community of Hawker. The team includes lay people and clergy of both the Uniting and the Catholic Churches. Sessions are not denominational or anti-denominational points of view. Parents have the option of withdrawing their children from Religious Instruction sessions if they object to them.

Right Bite Programme

All schools must follow the Right Bite Programme Guidelines which classify food and drinks by their nutritional value and break them up into three categories - Green, Amber and Red colour coding. These guidelines were set up to assist SA Government schools and preschools to select food and drink to promote healthy eating.

As a school we follow these guidelines and we ask that students do not bring onto the school grounds food and drinks that do not support this programme.

Copies of the Guidelines are in every classroom. If parents/caregivers would like more information regarding the Right Bite Programme please contact the Front Office.

Road Safety

Children are taught road safety at school but this will need to be further emphasised by parents.

Children and parents are asked to use footpaths and to enter the school through the small gates. Students must not cross through the Bus Bay or use the bus gates.

Parents bringing children to school in cars are asked to park well away from the bus entrance and exit on both sides of the road.

Children who ride bikes to school are encouraged to ride safely and to observe the traffic rules. Bike riders enter and leave the school through the small gate next to the bus bay and must walk their bikes through the school.
School Community Library

The library remains open outside school hours and parents must accept responsibility for children’s behaviour when using this facility. **The library staff do not offer a supervision function.**

**COMMUNITY LIBRARY USE POLICY** - (Ratified at Governing Council 30/11/10)

- The school provides duty of care for students from 8.30am—3.20pm
- All students need to leave the school yard by 3.20pm
- The Community Library does not have responsibility for students after 3.30pm
- Children are permitted to return to the library after they have been home
- Children who attend the Hawker Area School are permitted access to the School curriculum computers without supervision
- Children are only permitted access to the Public Library computers if a parent is present and has given permission. (The Public Library computers do not have any filters loaded)
- Children disrupting other library users and not obeying the Code of Conduct will be required to leave

**SCHOOL USE**
The library is open during school hours and students are encouraged to use the Library for relaxation and research. Books may be borrowed at any time for a two-week period. All students can also borrow DVDs, cassettes and videos for a limited period.

Classes have a set time for use of the library where skills for library use and research are taught and practised.

**COMMUNITY USE**
Our library is a School Community Library and is open to the community during and after school hours. The library contains a wide selection of children's and adult's non-fiction and fiction titles and we encourage parents to come to the library to choose books with their children and for themselves.

We urge parents to encourage their children to use the library freely and to remind them to return borrowed items on time so that others can use them.

Free public Internet is available. The public can access the Internet through the Library wireless connection. They need to see the Library staff to arrange this.

The Library’s telephone number is **(08) 86 484 184**.

**School Magazine**

This is an annual publication and the school provide one copy to each family at the end of the year.

**Site Improvement Plan**
The school has a Site Improvement Plan negotiated between staff and the Governing Council. The Plan can be found on the school’s website, along with the Annual Report and School Context Statement.

**Sports - S.A.P.S.A.S.A. & S.S.S.S.A.**
The South Australian Primary Schools Amateur Sport’s Association (SAPSASA) and Secondary Schools SA (SSSSA) conduct a variety of sporting events at a regional and state level.

Sports in which our school may be involved include athletics, football, cricket, tennis and netball and involve students in Years 4 - 12.

**Student Representative Council - ‘SMaSH’**

SMaSH (Students Meeting at School at Hawker) meets twice a term in the week prior to Governing Council. The whole school participates in these meetings. They are designed to review information from classes including suggestions for school activities, policy changes and fundraising.

This is also the forum for general students’ grievances to be discussed.
Students’ Cars

Students holding a driving licence are allowed to drive themselves to and from school with parental endorsement.

The school has legal obligations with respect to students travelling (getting a lift) with other student drivers. As such, the school legally requires written consent from the parents/caregivers of the student driver and from the parents/caregivers of the potential passengers. In this way the parent/caregiver has taken responsibility for their child travelling with that driver.

In the event of an accident there is no provision for the school or the Department to reimburse owners of private vehicles for any out of pocket expenses which they may incur.

SunSmart Policy

RATIONALE

Australia has the highest incidence of skin cancer in the world with 140,000 new cases and 1,000 deaths each year.

Skin damage, including skin cancer is the result of cumulative exposure to the sun. Much of the damage occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature aging. Most skin damage and skin cancer is preventable.

AIMS

The aims of the SunSmart procedure are to promote among students, staff and parents at Hawker Area School:

- Positive attitudes towards sun protection
- Lifestyle practices, which can help reduce the incidence of skin cancer and the number of related deaths
- Personal responsibility for and decision-making about skin protection
- Awareness of the need for environmental changes in schools to reduce the level of exposure to the sun

The purpose of the procedure is to ensure that all students attending our school are protected from skin damage caused by the harmful ultraviolet rays of the sun.

STRATEGIES

- Students will wear hats, which protect the face, neck and ears whenever they are outside – e.g. sport, sports carnivals, outdoor excursions and activities
- Students must wear hats from September 1st through to April 30th
- Students who do not have their hats with them will play under the Stone Room veranda
- Students will be encouraged to use available areas of shade for outdoor play activities
- Outdoor activities will be held in areas of shade whenever possible
- Teachers will schedule outdoor activities at safe times whenever possible
- Staff will be encouraged to act as role models by practising SunSmart behaviour
- Staff will ensure that adequate shade is provided at sporting carnivals and outdoor events
- Staff will encourage the use of SPF 30+ for themselves and students
- Teachers will incorporate programs on skin cancer prevention in the curriculum
- Teachers will reinforce regularly the SunSmart procedure
- When enrolling a child, parents will be informed of the SunSmart Procedure and requested to provide a wide brim or legionnaire’s hat for their child’s use. A copy of this policy is included in the enrolment pack and distributed at the start of each school year with the Parent Pack
Support Programmes

Our school is committed to providing additional assistance to children with learning difficulties. Students are given more intensive help in one to one or small group situations, especially in the areas of literacy and numeracy.

Students are selected for support programmes based on class, site and system testing.

Parents are informed of any such programme and kept informed of progress made by the child concerned.

Swimming

Swimming lessons are conducted as part of the Physical Education programme.

Children are to bring bathers and a towel in a water proof bag on their allotted swimming days. T-shirt and sunscreen are required. Goggles are also advisable.

At times activities at the swimming pool are also included in the Active After School program.

Parent consent and medical information forms are required before students may go swimming.

Telephones

**STUDENT MOBILE PHONE POLICY** (Ratified at Governing Council 30/11/10)

All student mobile phones are to be left at home. If parents require their child to have their mobile phone before and after school they should contact the Principal to make other arrangements.

Any student found using a mobile phone at school at any time will have it confiscated. The mobile phone will only be returned to a parent/care giver who will be notified for it to be collected from the Front Office.

**CONTACTING STUDENTS DURING SCHOOL HOURS**

If parents and caregivers need to contact students during school hours please phone 86484003 and staff will arrange for the student to call back or a message can be passed on to them.
Uniforms and Dress Code

‘A school dress code must observe health, safety and decency standards and be practical in its application to a wide range of physical activities and weather conditions.’ - Department of Education and Children Development Administrative Guidelines.

Students are encouraged to wear clothing that conforms to the school dress code. The school colours are **Maroon** and **Navy Blue**. We believe that uniforms worn to school should be appropriate, comfortable, reasonably priced and durable. This policy is supported by the Governing Council and the Parents and Friends Committee.

T-shirts, Windcheaters, Polo shirts and hats with the school logo are available from the school. Governing Council currently subsidies the school uniform by 50% for staff and students.

- **Hats**: Students are encouraged to wear a full brim or legionnaire’s hat throughout the year, when involved in lessons or recess and lunchtime activities outside. All students must compile with the SunSmart Policy
- **Sports Uniform**: When students are representing the school the sports uniform is blue shorts or black skirt with a navy T-shirt. This applies to students from Years R-12
- **Clothing other than school uniforms**: Articles of clothing displaying brand names, illustrations or logos (other than the school emblem) which are greater than 3 cm square are discouraged
- **Windcheaters or T Shirts with offensive or inappropriate slogans/messages** are discouraged
- **Sleeveless t-shirts and tops** are discouraged due to their lack of sun protection
- **Footwear**: The activities and things we do at school require good strong footwear to make sure that the children's feet are protected. Black or brown school, track shoes and sandals are encouraged
- **No open footwear** is to be worn in the Technical Studies, Home Ec. and Science
- **Jewellery**: This is discouraged and should at most be restricted to a plain necklace. Ear-rings are not part of the school dress code and therefore are discouraged. Students may use sleepers and studs for pierced ears
- **Make-up**: This is discouraged

Please ensure that all items of clothing are labeled clearly and accurately.

**Visiting & Volunteering in the Classrooms**

Parents/caregivers are welcome to visit rooms by arrangement with the teacher concerned but please note parents/caregivers and visitors are asked to sign in at the Front Office before attending classrooms.

Teachers welcome the support of parents in the classroom. Your help is always greatly appreciated.
Visiting Students

This school recognises that students enrolled in the Open Access College do not have ready access to socialisation and classroom experiences that school based students take for granted. To overcome this our school runs a visiting programme, which gives children access to our classrooms under a set of given conditions. This programme has been endorsed by the Governing Council and will operate subject to review as the need arises.

Students are welcome to join classrooms in this school for day or half day periods of time. The classroom programme at Hawker Area School will continue during these visits and will be geared towards the needs of enrolled students.

Visiting students will be accepted into the school under these conditions:

1. Parents notify the school by phone at least three (3) days prior to their intended visit. This will give teachers time to prepare or to make contact back advising parents of happenings which may make the visit unsuitable at that time or to advise of special experiences.
2. Parents will complete a temporary enrolment form and other consents as appropriate when "enrolling" their children on the first visit and will leave accurate contact numbers on each visiting occasion. (This will enable staff to contact parents in emergency cases and act as we would for any other student.)
3. Students visiting will be subject to all the policies and procedures that fully enrolled students are. i.e. Student Behaviour Management, Class and School rules.
4. Students attending are expected to join in and participate in activities in which other students are involved.

Students wishing to attend for some time on a regular basis, i.e. 1 day per week or 1 day per fortnight, need to complete a full enrolment form.

Weather

**HOT, INCLEMENT OR WET WEATHER**

During the summer months it gets very hot in Hawker. While the weather at recess times is usually alright for the students to play outside, often by lunch time the temperatures are extreme. The decision to invoke the inclement weather policy will be made by the staff member on first yard duty. Students will stay in the Multipurpose Room, the Computer Room or Library. Students are permitted to leave the building one at a time to get a drink or go to the toilet. The process will be the same for wet weather.

If it is necessary to send the buses home early due to heavy or persistent rain, parents will be contacted by phone where possible before the buses leave the school. If contact is unable to be made a decision as to what the student will do is made with the student where appropriate. Parents who work are requested to make special arrangements with the school for such occasions. Town children remain at school for the normal hours.

**PHYSICAL EDUCATION AND HOT WEATHER**

The School has a policy of not being involved in outdoor Physical Education if the temperature at the time of the lesson is above 34°C Celsius. Students will be involved in indoor activities and/or theory work during scheduled P.E. lessons. The exception for this is swimming.

**CATASTROPHIC BUSHFIRE WEATHER DAYS**

Catastrophic bushfire days are days when the weather conditions mean a fire is more likely to start and is more difficult to control.

When a catastrophic bushfire weather day is forecast for the following day by the Bureau of Meteorology, all ‘low/medium risk’ schools and preschools (such as ours) in the declared Fire Ban District will remain open, but school bus will not operate.

Parents/caregiver’s will need to make alternative transport arrangements for their children on these days.
Website
The school has a comprehensive website. This can be found at - www.hawkeras.sa.edu.au

Work Experience
Students in Year 9 to 11 are given the opportunity to do up to 2 weeks of work experience per year. This occurs at times deemed suitable to the school.
Students are generally placed with local employers but are encouraged to experience work outside the district as well.

Yard Supervision
Students are requested to arrive at school no earlier than 8.30am. A teacher will be on yard duty from this time until school commences.
The yard is supervised by teachers at recess time and lunchtime. A teacher also supervises the departure of buses from 3.20pm.
The school will not assume responsibility for children before 8.30am or after 3.20 pm, except for organised activities.