



2024 PARENT HANDBOOK



Seaview Downs Primary School

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A MESSAGE FROM THE PRINCIPAL



Dear Families,

Welcome to the Seaview Downs Primary School community.

Since its inception in 1969, Seaview Downs Primary School has cultivated an inclusive, welcoming and active community, committed to working in partnership with families to support the learning experience of all students.

The education we provide delivers a foundation for our students to succeed both socially and academically. Our enthusiastic and dedicated teachers design challenging and engaging educational programs; inspiring students through inquiry-based learning and providing an environment that is nurturing, fulfilling and responsive to their needs. We collaborate with students to negotiate how they learn; encouraging a growth mindset and challenging them to stretch their thinking and confirm their understanding. In addition, we know social and emotional development to be critical for lifelong learning, happiness and long term success, and have a variety of approaches in place to ensure that students develop the interpersonal skills and knowledge they need to succeed at school and beyond.

Our partnerships with families and community are an integral part of the success of our school, with our students supported by committed parents and families. Many families have been connected to the school for three generations, with grandparents and parents still supporting the school they once attended.

The reach of Seaview Downs Primary School as a community hub stretches beyond the school services, with our facilities also used to support local organisations to deliver a range of activities outside of school hours. We aim to continue strengthening our position as a pillar in the community, with further renovations and developments to the school grounds and facilities planned from January 2024.

We look forward to welcoming you into our school community and partnering with you in your child's learning journey.

Sam Winters
Principal



TOGETHER, INQUIRE, INSPIRE.

For more than 50 years, our focus at Seaview Downs Primary School has been inspiring students to think critically, take learning risks, explore creatively and take responsibility for themselves and their world.

Seaview Downs has a reputation for motivated students, committed staff and involved parents and carers. The community prides itself on the development of confident and conscientious young people who are equipped to take on challenges, act with integrity and make a difference to our community. Our size of approximately 340 students, from Reception to Year 6, enables us to know and nurture everyone.

Our vision statement, Together, Inquire, Inspire – Our View for the Future, reflects the school's commitment to work in partnership with parents, staff, students, and the network of schools within the Marion Coast Partnership to ensure the continued development of the ideal environment required to foster the individual needs, strengths and abilities of each child.

Our teachers work collaboratively to deliver the Australian Curriculum through engaging learning programs that lead students to a deeper understanding of big ideas and concepts. A number are experienced specialists in Inquiry teaching; a form of active learning that starts by posing questions, problems or scenarios. This approach fosters a deeper engagement in learning by encouraging students to develop their abilities to generate questions, interpret evidence, design investigations, and form explanations.

The effectiveness of our teaching program can be seen in our confident and motivated students who are enthusiastic about their studies and well prepared for success in high school and life beyond, making Seaview Downs a fantastic place for your children to start their lifelong learning journey.

Wellbeing Approaches

At Seaview Downs Primary School, above all else, we are human beings first. Children, staff, parents, and community members. We know that all feelings are ok to feel, and it is what we do with those feelings that makes us who we are. We understand the power of our words and actions.

'If we see a person in front of us, and if we could see their life story behind them, I think that we would have only compassion for every human on this planet.' Lael Stone.

At Seaview Downs Primary School wellbeing isn't taught during Tuesday's TRP lessons. Wellbeing is a lens we use to look through when making conscious decisions about all aspects of schooling. Feelings first, trauma informed. We say yes to the feelings and no to the behaviour. There is always a reason behind the behaviour.

'Neurobiologically, students can't learn if they don't feel safe, known, and cared for within their schools' Aupperle et al., 2012.

Wellbeing isn't children being happy all the time. Wellbeing is making meaning through productive struggle. Growth comes from doing hard things. In our learning spaces at Seaview Downs Primary School, children have the opportunity to do hard things. We hold space for children to regulate when they are challenged. We know that children learn through joy, play and curiosity.

'It takes 400 repetitions of an act or a learning skill, 400 times, to get one new synapse. Or - would you like to know an option - there's an option. Or 12 repetitions with joy and laughter and you get a synapse because there's a release of a chemical dopamine.' Dr. Karyn Purvis.

At the beginning of the year, we take the time to establish authentic relationships and cultivate values in our learning spaces. When co-created, values aren't seen, they are felt. At Seaview Downs Primary School, we don't give children agency. Everyone has agency. Systems and structures either empower or disempower agency. In our learning spaces, we empower children's agency.

We know that social and emotional literacy must be explicitly taught. We take the time to deliberately teach children how to name, understand and regulate their emotions. We can only be what we can see. We model what we expect to see from our children.

'As teachers we have the choice to spend a reasonable amount of time teaching children to understand their feelings and emotions, or spend an unreasonable amount of time dealing with the resulting behaviours.' Dr Mark Brackett.

We are imperfect. We make mistakes. We own our mistakes. Our mistakes help us grow.

What's The Buzz?

'What's The Buzz?', a social skills enrichment program is run for small groups of students. In each lesson, the children help Archie solve the very same social dilemmas that occur in their everyday lives. As they do this, through activity, discussion, role-play, games, puzzles and quizzes, they learn how to express feelings and become a more positive problem solver.

Most students will participate in the What's the Buzz? program until they are ready to 'graduate'. Having further developed their social and emotional intelligence, feeling proud of their achievements and better equipped to foster positive interpersonal relationships.

SUPPORTING STUDENTS THROUGH PASTORAL CARE

To support learning, a pastoral care worker is available to provide support to students, and a qualified child psychologist (In-School Psychology) can be engaged when necessary through school leadership.

Interoception

A key area of positive impact at Seaview Downs Primary School is our focus on supporting students to develop emotional resilience and responsible decision-making through our deliberate and genuine wellbeing approaches.

Our approaches centre on children learning to self-regulate for success.

Interoception is an internal sensory system in which the internal physical and emotional states of the body are noticed, recognised/identified, and responded to. Interoception skills are required for a range of basic and more advanced functions such as knowing when to go to the toilet, being aware that you are becoming angry or upset and being able to manage your emotions proactively. 'Interoception' is the very foundation of independent self-regulation and has a huge influence on mental health and social connection.

Our investment in these skills grants students the capacity to manage their feelings constructively, allowing them to develop social and emotional literacy and create and maintain positive social relationships with others and themselves. Most impressively is the presence of our wellbeing team, operating within a dedicated Interoception space that provides a safe space to help students learn about self-regulation and emotional awareness. Students have access to one-on-one counselling with the use of a variety of supporting resources and the expertise of our Wellbeing Leaders.

All students are taught how to use the interoception space as a positive way to ensure curriculum and community success, and each recess and lunch activities are run in the Interoception space where all students are welcome to attend.

STATE & SITE IMPROVEMENT PRIORITIES

CHILDREN AND STUDENTS LEARNING AND THRIVING

OUR PURPOSE

Public education is for every child and young person in every community across our state.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our preschools and schools are the heart of local communities. They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests and cultures are recognised and supported.

We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and to create opportunities to live a satisfying and fulfilling life of their choosing.

When our children and young people thrive so does South Australia.



Our Site Improvement Priorities between 2022-2024 include:

- **Increase student achievement in numeracy—particularly in the number strand.** Engaging staff in learning design that follows the sequence of the Big Ideas in Number and creating deliberate problem-solving tasks which get learners 'doing the hard work'.
- **Increase and retain student achievement in reading, through focus on vocabulary expansion.**

The Site Improvement Plan 2022 - 2024 is accessible through the school website and includes what actions we will take across the three-year period to succeed with our priorities.

THE AUSTRALIAN CURRICULUM

Literacy and numeracy skills are fundamental parts of the curriculum for all levels of schooling. Seaview Downs has defined learning programs in place to cultivate these skills to ensure that students are supported in their engagement and achievement during their time at school and will develop the capabilities to flourish in their future careers.

Through the Australian Curriculum website parent information tab, overviews of learning areas are also available more specific to your child's level of schooling.

www.australiancurriculum.edu.au



THE AUSTRALIAN CURRICULUM

An overview for parents

My child and the Australian Curriculum

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.



What are the learning areas of the Australian Curriculum?

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- ▶ English
- ▶ Mathematics
- ▶ Science
- ▶ Health and Physical Education (HPE)
- ▶ Humanities and Social Sciences (HASS)
- ▶ The Arts
- ▶ Technologies
- ▶ Languages

From Foundation to Year 10

In the early years, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the primary years, they focus more on the knowledge, understanding and skills of all eight learning areas.



In secondary schooling, students are taught by specialist teachers. Towards Year 10, the curriculum is designed so students develop skills for civic, social and economic participation. Students also have opportunities to make choices about their learning and to specialise in areas of interest.

The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options.



How is the Australian Curriculum organised?

There are three dimensions in the Australian Curriculum:

- learning areas
- general capabilities
- cross-curriculum priorities.



1 Learning areas

The Australian Curriculum is organised into learning areas and subjects. Some learning areas bring a number of subjects together: Humanities and Social Sciences includes History, Geography, Civics and Citizenship, and Economics and Business; The Arts includes Dance, Drama, Media Arts, Music and Visual Arts; Technologies includes Design and Technologies and Digital Technologies. There is also a choice of 15 Languages.

Learning areas contain content descriptions that detail knowledge, understanding and skills to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of teaching and learning in the classroom.

2 General capabilities

General capabilities are included in the content of the learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. The Australian Curriculum has seven general capabilities:

- | | | | |
|--|---|--|--------------------------------|
| | Literacy | | Critical and Creative Thinking |
| | Numeracy | | Personal and Social Capability |
| | Information and Communication Technology (ICT) Capability | | Ethical Understanding |
| | | | Intercultural Understanding |

3 Cross-curriculum priorities

In a similar way, there are three priorities critical to Australia's future:

- Aboriginal and Torres Strait Islanders Histories and Culture
- Asia and Australia's Engagement with Asia
- Sustainability

They build across the curriculum and allow students to connect the content of learning areas.

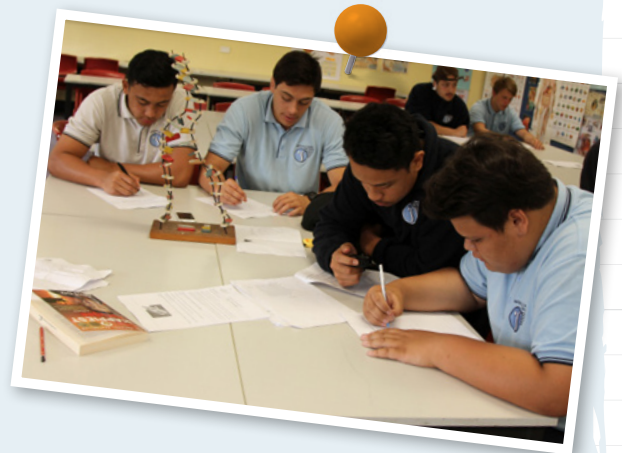
Preparing students for 21st century living

Can schools use the Australian Curriculum to support my child's needs?

Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning.

The [Australian Curriculum website](#) gives advice on using the curriculum to meet the needs of students with disability; gifted and talented students; and students for whom English is an additional language or dialect.

Talk to your child's teacher for more information.



Do all states and territories teach the Australian Curriculum?

The Australian Curriculum has been agreed to, and is in the process of, being implemented in all states and territories. Some states or territories may make adjustments to the Australian Curriculum before their schools use it.

Talk to your school for more information.

Where can I find more information?

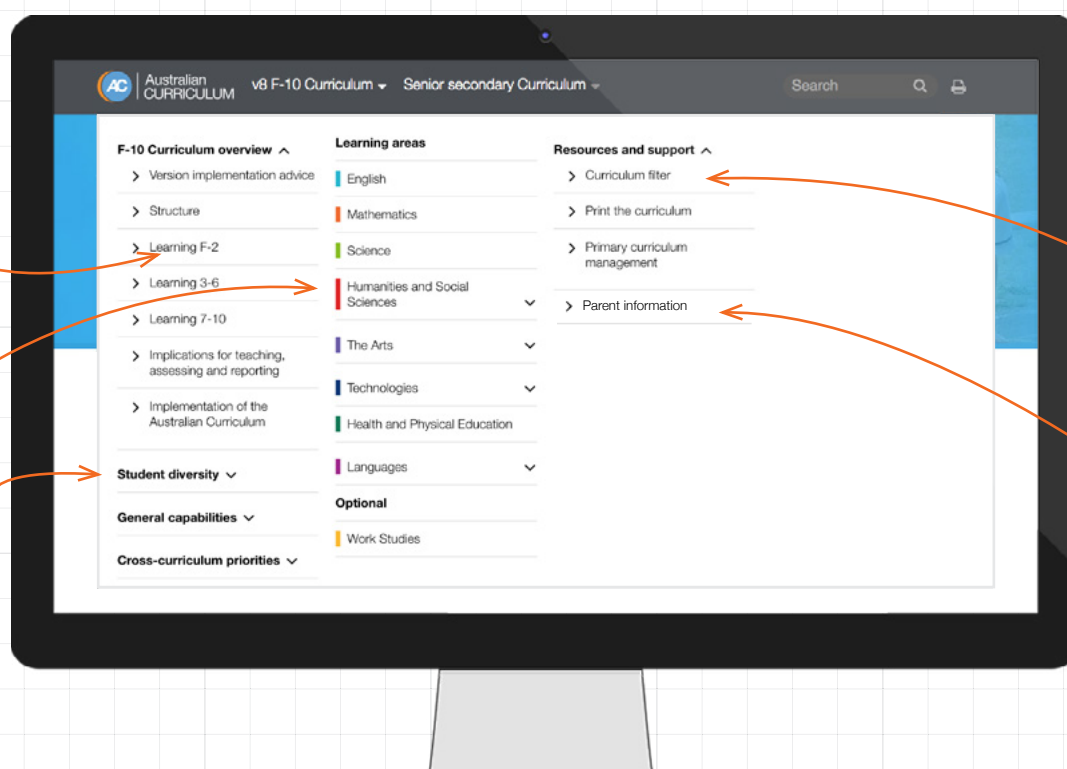
Find more information about the Australian Curriculum on the 'Parents' page of the [Australian Curriculum website](#), where you can:

- ▶ [download fact sheets and brochures](#), which give more detailed information about the Australian Curriculum in the first year of school (Foundation), Years 1–2, Years 3–4, Years 5–6, Years 7–8, Years 9–10
- ▶ [find answers to frequently asked questions](#)

- ▶ see links that help you find information about:
 - [samples of student work](#)
 - [student diversity](#)
 - [learning areas or subjects](#)
 - [general capabilities](#)
 - [cross-curriculum priorities](#)
 - [the National Assessment Program – Literacy and Numeracy \(NAPLAN\)](#) and its relationship to the Australian Curriculum
 - [implementation of the Australian Curriculum in states in territories](#).



Valuable information for teachers & parents



Learning across the curriculum

Download curriculum for learning areas

Personalise learning for all students

Filter by subjects strands & year levels

Fact sheets for all year levels

STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS)

STEM is a way of teaching and learning that engages students in Science, Technology, Engineering and Maths in a combined and practical approach. Our STEM approach incorporates active participation and experiential learning providing hands-on, student centred learning opportunities utilising skills and knowledge in a very practical way.

Our STEM approach will be connecting learners with industry partners, providing students with the opportunity to participate in real-life applications of skills and learning, fuelling student curiosity and engagement in STEM.

STEM SCHOOL-INDUSTRY PARTNERSHIPS

To build on students' curiosity and connect STEM learning to solving real world problems, our students participate in STEM school-industry partnerships. Through these partnerships, students collaborate with businesses on research projects and are presented with a particular idea or problem to solve.

Previous work has required students to design packaging for the Melba's Chocolates and Confectionary company, which considered all the practical criteria for the food storage as well as aesthetics. Students have also worked with the Royal Australian Air Force on appropriate aircraft acquisition to support maritime search and rescue, and the Marion Council on optimising the design of the parking area of Oaklands railway station. These partnerships help students in their development of critical thinking skills and support the achievement of deep knowledge and build a sense of pride and achievement when students' proposals are considered, and at times implemented, by our industry partners.

Past and current engaged industry partners have included:



Government of South Australia
Department of Planning,
Transport and Infrastructure

ADMINISTRATION

SCHOOL TIMES

8:30 - 8:50am	Arrival Time.
8:50am	The learning program begins. Students arriving after this time to sign in at the front office.
10:45 - 11:15am	Recess
12:55 - 1:30pm	Lunch
3:15pm	Students dismissed.
3:30pm	Final bell.

Please note:

- You are asked to make sure that your child is not at school before 8:30am as the school does not have duty of care - families do.
- Children should be in their classroom for the start of lessons at 8:50am.

TERM DATES 2024

Term 1: Monday 29 January – Friday 12 April

Term 2: Tuesday 29 April – Friday 5 July

Term 3: Monday 22 July – Friday 27 September

Term 4: Monday 14 October – Friday 13 December

SCHOOL FEES

Invoices are issued in the first weeks of schooling each year at a cost of \$360.

LEAVING THE SCHOOL GROUNDS

All children are expected to remain on the school property from their arrival in the morning until 3:15pm.

No child may leave the school grounds during school times unless the class teacher has received

a written note detailing the reason for the absence, or a parent (or nominated adult) calls at the school to collect the child and signs them out. At times when a child has reason to leave the grounds (e.g. appointment), parents are required to inform the front office staff and sign their child out before they can leave. This is a legal requirement. Siblings under the age of 18 cannot sign for students leaving school grounds.

COMMUNICATION

A school newsletter is published in Weeks 3, 6 and 9, and distributed to families on Fridays. Teachers also occasionally publish newsletters or information sheets at various times. We also encourage you to download the free Smartphone App called Sentral. We use this almost daily for reminders and notices. Early in Term 1 an acquaintance evening is held at school by all teaching staff. Information about your child's classroom routines and curriculum headlines is provided and any general questions answered (this is not a night for individual conferences).



ASSEMBLIES

A whole school assembly is held in weeks 3, 6 and 9. Classes take turns to prepare and lead these assemblies, with students introducing items performed by classes or groups of students. Staff are invited to present information and awards.

MOBILE PHONES

Students who bring a mobile phone to school must turn it off, sign it in at the front office and leave it there for safe keeping until it is collected after school. The school will take no responsibility for the loss, theft or damage of mobile telephones and digital devices that are brought to school. The mobile device policy is available on our school website.

INTERNET AND TECHNOLOGIES

Wi-Fi access is available all over the school, and our computers have access to the Internet. Laptops and iPads are managed by the school to support learning. We are not a school with a Bring Your Own Device (BYOD) program. All devices are appropriately managed through our school ICT personnel.

PHOTOGRAPHS

Photographs of students are taken each year by a commercial company. Advanced notice will be given on the dates and way to pay for photos. During the year, the school will use photography to capture a number of school and class activities. Provided permission has been given, (via the Student Information and Permission form) these photographs will be displayed around the school and at times, in the newsletter and on the school's website.

EVACUATION AND INVACUATION

For safety reasons emergency procedures are visible, explained and regularly practiced with students to ensure safety in the event of a real emergency. Drills are conducted each term.

MONEY

Any money sent to school should be placed in an envelope with the child's name, classroom number, the amount, and the purpose of the money. Please be wary of sending large amounts with your young child. All money is to be taken by the child or parent to the finance officer or posted in the steel locked box, called 'Ned Kelly' at the front counter between 8:30 - 9:30am each morning. Many parents pay larger amounts such as Materials and Services Fees, school camp fees and other charges on-line through BPoint. EFTPOS facilities are also available. Please note, OSHC and School BPoint are separate payments.

BICYCLES, SCOOTERS AND SKATEBOARDS

We encourage children to ride bicycles (skateboards, scooters) to school but only when they know all the road rules and/or are under adult supervision where necessary. Bicycles, skateboards, and scooters must be left in the bicycle enclosure next to the administration building during the day. No bicycles, skateboards or scooters may be ridden within the school grounds. Children must wear helmets if riding any of these to school.

PARKING

The car parks at the front and side of the school off Ross Street are for staff and tradespeople. Please do not use these for dropping off or collecting children as they are a confined space and therefore dangerous. Both are out of bounds for students. "No Stopping" restrictions apply near the school entrances on Ross Street and Greenfield Street.

REPORTING STUDENT PROGRESS

All class teachers have connection conferences with parents and students late in Term 1.

Formal Mid-Year Reports are constructed and sent home at the end of Term 2.

Formal End of Year Reports are sent home in Week 9 Term 4

Parent information clarifying assessment and reporting for primary students can be accessed through this link:

[Reports and assessments](#)

TRANSITION TO RECEPTION

STARTING SCHOOL

Starting school is a significant milestone in your child's life and therefore it is very important that we prepare for it together.

FIRST DAY

Children start on the first day of Term One (Monday 29th January 2024)

Separation anxiety can occur. If your child is teary or anxious, it is best to leave your child with the teacher rather than prolong the separation. The teacher can ring and reassure you about your child when they settle.

Tiredness can be a factor – children may need earlier bedtimes for a while until their school routine is more established.

PREPARING YOUR CHILD FOR SCHOOL

There are many things that you as a parent can do to prepare your child for school.

Assist them to:

- Know their name and how to write it
- Encourage them to put away toys and other materials after using them
- Dress themselves, including trying to tie shoelaces
- Use the toilet independently and wash their hands afterwards
- Know who will be taking them home after school and where to meet
- Talk to your child about school - answer their question and explain what they can expect

WHAT YOUR CHILD SHOULD BRING TO SCHOOL?

- School bag
- Fruit/healthy eating snack/water bottle
- Recess/morning snack
- Lunch in lunch box
- School hat
- Library Bag – a material bag big enough to hold

a large picture book

- Spare underwear/clothing to be kept in school bag in case of accidents

All your child's belongings need to be clearly labelled.

UNIFORM

Uniform Items and a price list are available online, or from administration staff.

No Hat, No Play – this is part of our SunSmart policy. Hats must be worn in Terms 1, 3 and 4 and when the UV rating is 3 or above. Students have a choice of bucket hats, wide brimmed or legionnaires. No alternative caps are allowed.

Easy to manage shoes are important. Make sure your child is able to undo/do fastenings and lots of practice with laces is really helpful.

SAFETY

Have a designated pick up point – Your child must know where to meet you or older sibling(s) at the end of the school day

Please phone the school on 8298 1327 if you are going to be late and a message will be delivered to your child through their teacher

HEALTH

We are a nut and sesame free school

Classes have a healthy snack during the morning – we encourage all children to bring a piece of fruit/cheese/yoghurt/raw vegetables etc

Water – students are encouraged to drink water and drink bottles are accessible throughout the day

Canteen – temporarily closed for school renewal program.

Students with special dietary requirements are catered for by the Canteen. Please discuss your child's needs directly with the Canteen Manager

Health Care Plans must be completed and must be updated annually for all children who have a diagnosed medical condition such as asthma, diabetes, allergies etc.



SCHOOL SERVICES

Dental Service – South Australian Schools access a dental service annually

OSHC is available before and after school, as well as vacation times to families who require this service.

OSHC staff will deliver Reception students to their classrooms in the morning and collect them from their classrooms at the end of the school day. Further information is available from the OSHC service.

LEARNING

Classrooms teachers plan and assess against the Australian Curriculum

Specialist teachers deliver Health and Physical Education, Performing Arts and Japanese lessons

Library – all children have a class library borrowing time once a week and the library is open at lunch times for children. There are no limits on borrowing. You can also access the library.

READING

Children start learning to read before starting school and experiences at home are very important to their success. Reading to your children teaches them about reading and they will learn that reading is an enjoyable experience. They will also learn to recognise print, the language of books, and the relationship between words and pictures. The opportunity to read with a person they trust is a powerful learning experience.

Often children will want to read simple books and old favourites more than once. This provides useful practice and builds confidence.

All learners need to take risks and make meaningful predictions. Allow children plenty of time to do this and experiment. This is one of the most important things they have to learn about being a reader. Do not worry if the reading is not word perfect. Be relaxed, encouraging and patient.

Please provide a written note, email, call on 8298 1327, or use Sentral to contact the school if your child is going to be absent. Staff will contact you if they have not been notified of an absence and have not seen your child for two consecutive days.

OUT OF SCHOOL HOURS CARE

Seaview Downs Primary School Out of School Hours Care (OSHC) service is operated by the school's Governing Council, and provides quality care and recreational activities specifically for primary school children (from five up to 13 years of age) in a relaxed and safe environment.

OSHC provides care during the following periods:

- Before school (6:45-8:30am)
- After school (3:15-6:15pm)
- Pupil free days
- Vacation Care (school holidays)

Before School Care, After School Care and Vacation Care programs engage children in a range of appropriate activities and experiences that encourage children to interact with friends, learn life skills, solve problems, practice social skills, try new experiences and feel happy, safe and relaxed.

OSHC services use the 'My Time, Our Place' framework to guide the program and environment to ensure it is responsive to each child's needs, interests, and choices and the program contributes fully to their ongoing development.

Using this framework educators assist children to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning
- effective communication skills.

The National Quality Framework aims to raise quality and drive continuous improvement in education and care services. The 'Framework for School Age Care' exists to ensure that opportunities are provided for children to engage in leisure and play-based experiences that are responsive to the needs, interests and choices of the children attending the service and that contribute to their ongoing development.

There are seven quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment

4. Staffing arrangements

5. Relationships with children

6. Collaborative partnerships with families and communities

7. Leadership and service management

To register your child with the OSHC and Vacation Care service please go to the school website and click on Our School and then OSHC. We use a service called 'Fully Booked'. All bookings for OSHC and Vacation Care must be made through this service.

The OSHC service aims to provide, healthy and nutritious food and drinks consistent with both the school's Healthy Eating Policy and the Right Bite Healthy Food & Drink Supply Policy for Schools and Preschools.

A charge for this service is made for the morning and afternoon session, and current rates are available from the OSHC Centre. Parent income affects the cost of this service and tax rebates are now available for 50% of the fees. It is recommended that parents register their child for this program even though they may not intend to use it on a regular basis. There is currently no charge for registration, and this can be completed via an online system called 'Fully Booked'. There is a link to the site on the school website under the OSHC tab or alternatively speak to our OSHC directors. Once registered, this facility is available to you in times of emergency or when you are unable to get to the school in time to pick up your child. All OSHC and Vacation Care bookings must be made via this system. Registration must be made with Centrelink to receive a percentage rebate of fees depending on income.

VACATION CARE

Vacation Care is available during the school holidays. Programs and associated costs are sent home to regular users a few weeks prior to the holidays and are also attached to the School Newsletter. Forms can be collected from the Front Office. Bookings are essential.

These services are fully accredited and have received high ratings against all the quality standards.

FACILITIES

LIBRARY

Please feel free to use and visit our Library. All members of our school community may borrow from the collection. Loans are limited to 2 weeks, after which time an overdue note will be issued. If there is a problem with lost or damaged books, please contact the Librarian.

Students' do not have borrowing limits.

Parent loans are on their child's card – please see staff if you wish to borrow.

Children can borrow at elected times during the school day, and before and after school if the Librarian is present. Use of a library bag is essential (even a plastic shopping bag is OK) for protection of our books.

CANTEEN- Halted due to works

The Governing Council operated canteen provides a valuable service to our school community and offers a nutritious menu compliant with Department for Education Healthy Eating Guidelines. The Canteen is open for students at recess and lunchtime on Wednesdays and Fridays and provides a safe

environment to allow children to manage small amounts of money. Lunch orders are collected in each classroom at the beginning of the day and monitors take them to the Canteen soon after 9am.

Money (preferably correct money) must be wrapped and placed in a lunch bag provided by the Canteen. Lunches can also be ordered online through the QKR app; the link and registration instructions can be found on our school website. Food allergies are meticulously catered for in consultation with parents. All lunches must be paid for on the day of order.

A Manager operates the canteen, however, we are reliant upon voluntary help to fulfill canteen operations. If you are prepared to help please contact the Governing Council. Your offer will be greatly appreciated.

The canteen relies upon regular use by the school community. Your patronage (however occasional) will help ensure this service can be maintained.



Seaview Downs Primary School
Seahorse Café
Open Wednesdays and Fridays

Term 4 2022

Menu

Snacks		Drinks		Sandwich/Wrap/Rolls	
Apple: whole or slinky cut	\$1	100% juice 250ml	\$2	Cheese (with garlic butter)-toasted only	\$1.50
ANZAC biscuits (2 per serve)	\$1	390ml NU water	\$2	Ham and Cheese	\$2
Pancakes (2 per serve)	\$1	Glee sparkling juice	\$2.50	Cheese and tomato	\$2
Mixed berry muffins	\$1.50	Tropical		Ham, Cheese and tomato	\$2.50
Banana bread	\$1.50	Raspberry		Salad	\$4
		Blackcurrant		(Tomato, cheese, cucumber, carrot, lettuce)	
				Ham and Salad	\$4.50
				Tuna and Salad	\$4.50
				Chicken burger/wrap (chicken, lettuce, mayo)	\$4
				add salad	extra \$1
				GF roll/sandwich	extra \$1
				Toasted	extra \$0.50
				Add mayonnaise	extra \$0.50
Hot Food					
Spaghetti Bolognaise	\$5				
add grated cheese on top	extra \$0.50				
Macaroni and Cheese	\$4				
add tuna	extra \$0.50				
Sausage rolls	\$4				
add tomato sauce	extra \$0.50				
GF pasta	extra \$1				



STUDENT ENGAGEMENT

ATTENDANCE

A child who is at least 6 years old but not yet 16 years of age is known as being of compulsory school age. Every child of compulsory school age is required to be enrolled at a government or non-government school and is required to fully participate in the education program arranged and approved by the enrolling school.

Notification to the school and providing the school of the reason for non-attendance (e.g. by way of a note, phone call, discussion with teacher) is necessary and monitored. You are asked to ensure that your child arrives between 8:30am and 8.50am to enable them to be in class for the commencement of the learning program at 8.50am. Children arriving late must sign in through administration. Non-attendance notifications can also be sent via the Sentral App.

For absences of a week or longer for family holidays, parents must complete a written application for exemption from school. These forms are available at the front desk.

SOCIAL AND EMOTIONAL LEARNING – SUPPORTING POSITIVE BEHAVIOURS

Our school focuses on social and emotional growth through:

- A whole school implementation of The Resilience Project (TRP).
- Restorative Practices when supporting social and emotional learning.

We know that all staff must model the learning, social and emotional behaviour we expect of children. Teachers develop responsible student behaviour with a range of proactive strategies.

CLASSROOM LEARNING AGREEMENTS

Teachers start each year with sessions to set agreements based on positive group norms. These are always based on the right of every person in the classroom to feel safe and respected, the right to teach and learn, and to feel confident their belongings are safe. Teachers encourage responsible behaviour and use proactive strategies to manage behaviours of concern.

Timely interventions and responses to behaviours of concern ensure we maintain strong relationships and all Seaview Downs students wellbeing needs whilst learning are met.

We apply school procedures which complement the state behaviour support policy which is available at [Behaviour Support](#)

HOMEWORK

The purpose for students doing curriculum related tasks at home changes as children progress through their schooling.

Tasks at home encourage children and parents to share school experiences that over time can develop positive learning routines including regular reading, connecting to the wider community, and conversations about real world challenges and explorations.

We acknowledge the complexity of family life and encourage students to spend time at sports and music practice, working for the family and, for older students, taking responsibility for managing a range of homework tasks over a week.

WET WEATHER

When the weather is inclement during recess or lunchtime, our Wet Weather Policy applies. This means that children return to their classroom and undertake quiet activities in air-conditioned rooms.

HOT WEATHER

There is no early dismissal because all classrooms are air-conditioned. When the temperature reaches 36 degrees or higher, the school's Hot Weather Policy applies, and students remain indoors during break times and undertake quiet activities. If the estimated maximum temperature is 35 degrees celsius or higher in the media on any given day, school sport will be cancelled.



SCHOOL CONCERT

In odd years, the school stages a concert at a local auditorium on an evening in Term 3 or 4. This showcases student learning that has occurred during the year. Each class presents an item, and choir and instrumental music students perform as well.

SCHOOL CAMP (2024)

In even years Year 3-6 classes attend a two-night class organised camp.

SCHOOL CHOIR

Year 3-6 students have the opportunity to join either our Junior or Senior School Choir. The choirs perform during the year within and outside the school. Senior choir members have the opportunity to participate in the annual South Australian Public Schools Music Society Festival of Music concerts held at the Festival Theatre. There are costs associated with being a member of the school choir.

SPORTS TEAMS

The PE teacher with the help of a Sports Committee coordinates activities outside of school hours. Our objective is to make provision for and encourage all children to participate in sporting activities at a level appropriate to their interests and development. Team timetables are available via an app called Stack Team App.

Major sports include netball, basketball, volleyball, cricket and soccer. Each sport has a coordinator, and he/she is available to give information or deal with queries that may arise. A subscription fee is charged for each sport played. This enables equipment, uniforms and trophies to be purchased and maintained, as well as paying for registration with sporting groups.

Talented sports students try out and compete in annual SAPSASA clinics and competitions.

SWIMMING & AQUATICS

All classes are involved in lessons during Term 4 of each year at the SA State Aquatics Centre Marion for Reception-Year 5, and Port Noarlunga Aquatics for Year 6. While instructors are provided by DfE, travel, entrance and equipment use all incur a cost. Families are asked to plan for this expenditure, as swimming is part of the Health curriculum and an important safety concern.

SPECIALIST PROGRAMS

Students enjoy lessons each week with specialist teachers in Physical Education, Health, Japanese and Performing Arts. Increasing numbers of students compete in SAPSASA sporting events. In odd years, the students present a School Concert showcasing their dance, drama, and music talents.

BULLYING AND HARRASSMENT

South Australian information in relation to bullying and harassment, including advice and helplines can be accessed through this link:

[Bullying and harrassment](#)

If your child identifies bullying, gather the information you have from your child to share with the school.

To best support maintaining safe learning environments at the school, we ask all persons who identify harassment or bullying to seek support from staff as soon as possible.

FEEDBACK ABOUT OUR SCHOOL

Annual surveys occur to support the growth and service schools provide to students and families. We ask that you support our growth by attending to surveys when they are sent out.

COMPLAINTS

If you feel your matter has not been addressed by a school or preschool leader, you can contact the

Customer Feedback Team:

- via online submit a complaint form.
- give details to a customer service officer on the phone at 1800 677 435.
- access education.sa.gov.au and follow the process for complaints.

HEALTH

NUT AND SESAME FREE SCHOOL ENVIRONMENT

To ensure our school community remains safe for all students; the whole school is nut free. We thank you for your support in advance and ask that if providing food for school occasions, to always consult the class teacher beforehand. We have an obligation to cater for the health needs of our staff and students – this is part of our duty of care obligations.

ILLNESS

If a student becomes ill during a school day, contact will be made with parents/caregivers and arrangements made for the child to be sent home. Parents are asked not to send children to school when they are unwell or are still infectious. In the case of gastric illnesses, a child can be infectious for up to 48 hours after symptoms disappear.

HEAD LICE

As with all schools, occasional cases of head lice occur throughout the year, particularly during the cooler weather. When a note is issued regarding head lice in your child's classroom, we expect all children to be checked and if necessary, treated immediately. It is recommended that you check your child's hair every few days. If you have any further inquiries about methods of eradication, checking hair or prevention please see administration staff for advice.

INFECTIOUS DISEASES

If your child has an infectious disease or illness, please keep them home until all signs of the infection have disappeared and he/she is fully recovered. This will help prevent the spread of a range of illnesses. The school will be notified by a SA Health representative in the event of any confirmed infectious disease. The department's position on a range of diseases are set out in the following table.

Gastroenteritis	Stay at home for 48 hours after the last incident of vomiting and/or diarrhoea.
German Measles/Rubella	Stay at home for five days after the appearance of the rash or until a Medical Certificate has been obtained.
Measles	Stay at home for not less than seven days from the appearance of the rash
Conjunctivitis	Stay at home until effective treatment has been carried out and there is no further discharge from the eyes.
Infectious Hepatitis	Stay at home until a Medical Certificate of Recovery is obtained
Mumps	Stay at home for not less than ten days from the onset of the symptoms
Impetigo (School Sores)	Stay at home until the sores are fully healed or are treated and properly covered with an occlusive dressing.
Chicken Pox	Stay at home until all lesions have crusted.
Ringworm	Stay at home until effective medical treatment has been carried out.
Head Lice	Stay at home until effective treatment has been carried out. Leaflets are available from the front office.



SPORTS

Participation in sports helps students to develop valuable social connections and build the confidence and capability to be active for life.

Sport is an important part of our culture, and numerous sports teams managed by parent volunteers have been established to allow students a range of extracurricular sporting options to choose from:

Summer Sports

- Basketball (Rec-6)
- Cricket (Rec - 6)
- Volleyball (Yrs 4-6)
- AusKick

Winter Sports:

- Soccer (Yrs 1-6)
- Basketball (Rec-6)
- Netball (Yrs 2-6)
- AFL Football (Yrs 2-6)
- Indoor Volleyball (Yrs 4-6)

The school relies on volunteers to coach and manage sport teams for the benefit of our students, please see the following page on how to get involved!

All communications for matches and supporting information are made through the Stack Team App.

The school is also an affiliated member of SAPSASA (South Australian Public Schools Amateur Sports Association), and students have the opportunity to represent their school in a number of sporting carnivals, from Athletics, Swimming, Track and Field, through to Soccer, Netball, Volleyball, Basketball and AFL.

GET INVOLVED

At Seaview Downs Primary school our community of parents, staff and governing council collaborate to accomplish goals that provide a better school experience for our students. We welcome volunteers to help us facilitate the many tasks, activities and operations that are continually taking place.

Volunteering opportunities are available in many areas – classroom support, library, excursions and camps, supporting fundraising events, coaching and team management for our sports groups or assisting with service in the canteen.

If you can volunteer in any of these areas, we would love to have you onboard our team. Any person volunteering at the school is required to submit the following documents:

- Working With Children Check (WWCC) or DCSI Clearance
- Volunteer application form
- Volunteer agreement form
- Copy of Driver's License
- Copy of COVID vaccination certificate

And complete online courses and submit certificates for:

- Responding to Abuse and Neglect online training (RRAN-EC Fundamentals course)
- Volunteer induction (approx. 30 minutes to complete)

The documents to be completed and instructions for accessing the online courses can be accessed by contacting the front office.

We sincerely appreciate the time and effort involved in volunteering to support the school, and we look forward to welcoming you into our team!

GOVERNING COUNCIL

The Governing Council is an elected body of parents, with representation from the Principal and staff. This council fulfils a governance role in relation to the operation of the School.

The responsibility of the Governing Council includes consultation about:

- Establishing vision and direction

- Setting improvement priorities
- Strategic and budget planning
- Human Resource planning
- Facilities planning and oversight
- Evaluation and accountability
- Policy development and approval

If you would like more information on the role and responsibilities of each sub-committee, or are interested in becoming a member, please contact the Principal or school administration office. An Annual General Meeting is held in Term 1 each year.

UNIFORM

Seaview Downs Primary School Governing Council has an approved school dress code, that all students are expected to adhere to. The uniform is maroon and navy, with gold as a trim. School logo items are preferred but garments may be purchased elsewhere if they comply with the school dress code.

The benefits of the dress code are:

- The wearing of school uniform promotes pride in our school; it enhances our public image.
- It reduces peer pressure and promotes a sense of equity.
- It is cost effective.
- It encourages appropriate clothing for school activities and for primary aged students in a school setting.
- It ensures that students observe health and safety standards.

The wearing of school uniform or clothing in appropriate colours is compulsory. We ask that you respect this and support the Seaview Downs Primary School dress code.

WINTER UNIFORM

Maroon tunic windcheater (logo); maroon baseball jacket (logo); maroon polo shirt (long or short sleeved); navy polar fleece vest.

Navy track pants: navy cargo pants: navy bootleg pants [lycra or fleece]: navy leggings. Navy shorts, cargo pants, track pants [without stripes], leggings, skirts, skorts [shorts with front over-panel]. No denim.

Royal, navy and gold checked pinafore [with detachable bib to make skirt] can be ordered through the Uniform Shop.

SUMMER UNIFORM

Navy shorts; maroon, navy, and white checked dress; maroon short sleeve polo shirt; navy skirts; navy skorts; hats.

Hats are available in maroon or navy, and in two styles – slouch and bucket [min. 6cm brim]

HAT POLICY

Seaview Downs Primary School has a No Hat, No Play policy. Students are required to wear a style of hat that protects the face, neck, and ears i.e. broad brim (slouch or bucket) or legionnaire style. Hats must be worn during terms 1, 3 and 4 and whenever the UV levels reach 3 or above outside these times. Hats must be worn during recess and lunchtimes and for all outdoor lessons.

Students without appropriate hats sit in designated inside spaces. Children are encouraged to wear a hat to and from school, and to wear SPF 30+ or greater sunscreen.

Bags: Ergonomically designed backpacks come in two sizes; Music/Library slim satchel style bags are available in navy with gold lettering.

Sensible footwear is always to be worn. No thongs or high platform shoes are permitted.

Jewellery should be kept to a minimum for safety reasons. Earrings: small surgical steel studs or sleepers only -no dangling earrings, flesh holes or spacers. No other facial body piercing is permitted.

Watch and Medic Alert bracelets are permitted.

One small item of jewellery [either ring or bracelet or necklace] is permitted, if subtle and appropriate to the school context. As necklaces can be a safety issue for children who use play equipment, they are not recommended for students younger than Year 5.

Long hair should be tied back for safety purposes. Accessories e.g. hair bands, scarves, beanies, gloves are to be in the school colours [navy or maroon].

Undergarment items designed to be seen must be plain [not lace] and navy or maroon.

MAKE UP

No eye make-up is to be worn.

Clear or a soft shade of lip-gloss is permitted.

Only clear nail polish can be worn. [Strongly coloured polish is accepted on special days such as Sports Days, Casual Days.]

Face make up is not recommended for young skin.

SENIOR TOPS

In Year 6, students may wear:

- A maroon polo shirt embroidered with Senior
- A maroon cool dry top with Senior ironed on
- A senior's windcheater. Each year, a special design with students' names is printed on the back of this as a memento of Year 7.
- A windcheater designed for Department for Education approved groups e.g. SAPSASA.

INAPPROPRIATE CLOTHING

The following items are inappropriate for normal school wear:

- Tank tops* and cropped tops*
- Short, tight skirts*
- Board shorts
- Brand name clothing with offensive graphic and/or wording*
- Denim jeans, denim shorts
- Thongs*, shoes with heels*.
- Sweatbands are not to be worn on wrists or heads.

*Clothing marked with an asterisk cannot be worn on casual days and sports events as these items do not fit the school's Sun Protection Policy and / or are not suitable for physical activity. On excursions, safety is paramount. The wearing of the school uniform is expected, as it helps to protect students by making them identifiable as members of our school. If school uniform is not worn on school photo day or on an excursion day, the student will be given a clean shirt from the second-hand supply for use on that day if an alternative arrangement cannot be made.

DRESS CODE REGULATIONS

Education Department Regulation 77 on Dress Codes provides the following:

1. The right for school councils to determine school dress policy.
2. Consultation entitlements and processes.
3. Enforcement obligations and exemption conditions.

Exemptions:

As per departmental guidelines, parents/carers may seek exemptions from our dress code on the

following grounds:

- Religious, cultural or ethnic
- New student (to allow time to purchase)
- Itinerant student
- Financial hardship
- Reasons of genuine medical or family sickness.

Compliance obligations:

If an item of clothing is considered not to be in the spirit of the school's dress code, the child will be asked by a staff member to remove the item [where practicable] and told not to wear it to school again. Those wearing makeup will be directed to remove it. Parents/carers will be contacted by letter or diary note if the student persistently breaches the dress code.

LOST PROPERTY

Lost property is kept in a cupboard in the lobby of the administration building. At the end of each term, it is sorted through and all named articles are returned, and other articles are displayed. Clothes not claimed are washed by the Uniform Committee volunteers to be sold as second hand in our Uniform Shop.

Please make sure that all your child's property including lunch boxes, drink bottles etc. are named.

UNIFORM SHOP

Seaview Downs Primary School Uniform Shop provides many items of uniform that are of good quality and very reasonably priced. Both winter and summer ranges have a few styles within a set colour range. We ask that purchases from the school shop be your first choice, but you may purchase clothing from other sources provided it is consistent with our school colours (maroon or gold tops, navy pants / leg wear).

Uniforms sold by SDPS are in accordance with our sun protection policy.

The Uniform Shop currently opens on Tuesdays, 8:45-9:15am. Second-hand Clothing: The Uniform Shop keeps a small range of quality second-hand clothing with school logos which may be purchased for a gold coin donation.

SUN PROTECTION SUN SMART POLICY

Seaview Downs Primary School (SDPS) has a duty of care to students, staff and volunteers to provide a safe school environment wherever reasonably practical and recognises the designation of a "SunSmart School" as endorsement of best practice in sun protection.

This policy has been developed under the SunSmart Primary School Policy Guidelines as developed by Cancer Council SA and the school inclement Weather & Sun Protection Procedure; and applies to all school events on and off-site and includes all members of the school community including students, staff, Governing Council, administration and volunteers of Seaview Downs Primary School.

By taking on the responsibilities below, SDPS will demonstrate SunSmart behaviours befitting a SunSmart School. All the following policy responsibilities should be observed.

Responsibility of Parents:

- Provide children with school uniform that offers some protection from the sun such as closely woven fabric, shirts with collars, elbow length sleeves, longer dresses and shorts. Sunglasses that meet AS/NZS 1067:2003 standards are optional but strongly encouraged.
- Provide school uniform coloured hats that protect the face neck and ears i.e. broad brim (slouch or bucket) or legionnaire style in the school colours. Baseball hats are not acceptable.
- Apply SPF 50+ sunscreen to their children or encourage older children to self-apply sunscreen each morning prior to school. This is optional for children with naturally very dark skin.
- Provide children with SPF 50+ sunscreen for reapplication during the day at school.
- Encourage children to be SunSmart but continue to enjoy the outdoors. Vitamin D is essential for healthy bones and muscles and for general health.

Responsibility of Students:

- Adhere to the "No Hat, No Play" policy during recess, lunchtimes and for all outdoor lessons and excursions. Students without appropriate hats sit in designated shaded areas or in an inside space.
- Observe a routine of applying sunscreen, washing hands, eating, playing to reapply

sunscreen every 2 hours, and approximately 20 minutes prior to going outdoors.

- Use available areas of shade when outside.
- Be Sun Smart but enjoy the outdoors.

Responsibility of Educators:

- Role model SunSmart behaviours and adhere to this policy thorough the wearing of hats, sunscreen and protective clothing and sunglasses.
- Consider their own Work Health, Safety, and control risks through SunSmart behaviours.
- Encourage and remind students to reapply sunscreen at appropriate times.
- Ensure students are adhering to the "No Hat, No Play" policy during recess, lunchtimes and for all outdoor lessons and excursions.
- Incorporate programs on sun protection, skin cancer prevention and vitamin D in the curriculum for all year levels.
- Limit outdoor activities and duration of outdoor activities when UV radiation is at its peak period (November to Mid-March).
- Schedule outdoor activities such as Physical Education and gardening for early in the day before UV radiation peaks.
- Consider SunSmart measures when planning outdoor events such as excursions, sporting activities and gardening. Ensure SunSmart obligations are communicated on all excursion notices.

Responsibility of Volunteers:

- Role model SunSmart behaviours and adhere to this policy thorough the wearing of hats, sunscreen and protective clothing and sunglasses.
- Consider their own Work Health, Safety, and control risks through SunSmart behaviours.

Responsibility of Governing Council and School Administration:

- Communicate this policy to new enrolments and regularly to the school community through newsletters, website, parent meetings, staff meetings, school assemblies, Sentral and other communication channels.
- Ensure there is sufficient shade provided

throughout the school grounds. Consider shade needs when any new facilities are approved.

- Ensure school uniform stock lines comply with this policy.
- Schedule sports day and other full day outdoor events during Term 2 where practical.
- Review this SunSmart policy every three years and when considering changes to facilities, uniform and WHS practices.
- Role model SunSmart behaviours and adhere to this policy thorough the wearing of hats, sunscreen and protective clothing and sunglasses.
- Consider their own Work Health, Safety, and control risks through SunSmart behaviours.

As a school community Seaview Downs Primary School are committed to protecting staff, students and volunteers from the risks of UV radiation and we embrace SunSmart behaviours at our school.

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