



Parent Information Booklet

Ridgehaven Primary School



Acknowledgement of Country

At Ridgehaven Primary School, we acknowledge the traditional owners throughout South Australia and we pay respect to the custodians of the Kaurna land on which we live and learn. We respect their spiritual relationship with Country and acknowledge that their cultural and heritage beliefs are still as important to those living today.

We pay our respects to Elders past, present and emerging and we acknowledge the cultural authority of Aboriginal people visiting from other areas of South Australia and Australia.



This artwork represents that the journey of success for a young Aboriginal person is shaped by a solid foundation in learning and development. Commencing at the bottom left corner, the first meeting place represents the baby being born and the antenatal and early childhood care provided to the mother and family. The journey then continues along the pathway to the next meeting place which represents preschool entry. Subsequent meeting places depict learning, meeting teachers and friends along the way, represented by the dots, and reaching a culmination point represented by the next meeting place before continuing on the journey. The meeting places outside of the pathway represent the families and their support of the learning and development pathway. The patchwork background represents the many different communities that students come from with the blue representing coastal and the ochre representing inland. The artwork gradient gradually gets lighter and culminates with the bright yellow star and sun symbol in the top right of the artwork depicting the successful outcome of going to preschool and school. The original artwork, *Journey of Success*, was created by Jordan Lovegrove from the Ngarrindjeri Aboriginal Nation specifically for the Department for Education in South Australia. The artwork symbolises the intent of the Aboriginal Education strategy and reconciliation for the department.

Welcome to Ridgehaven Primary School

Dear Families,

Thank you for considering Ridgehaven Primary School for your family. At Ridgehaven we strive to work in partnership with families to support each child's learning. This plays an important role in building a strong sense of community at our school.

We encourage students to take responsibility for their own learning in an environment of support, nurture and partnership with families. All students need to be given the opportunity to develop a set of fundamental skills that are transferable and adaptable now and into the future. As educators, we aim to provide learning environments that offer lots of practice in how to make decisions, initiate ideas, persist, find out, try again, take risks, explore, problem solve and research in a range of ways.

Staff are committed to knowing the learning and social needs of each student and using this knowledge to plan and implement experiences which cater for their individual needs.

Ridgehaven has a strong focus and a rich tradition in supporting student's social and emotional wellbeing; supporting students to learn using critical and creative thinking skills and providing opportunities for students to be involved in sporting events and competitions.

All students from R-6 participate in weekly maths problem solving tasks that provide challenge and require higher order thinking skills. Students use inquiry skills to build their understanding across all curriculum areas and their knowledge and understanding is celebrated through assemblies, the creation of videos, oral presentations, displays and sharing with families through the communication app—Seesaw.

Student wellbeing is led by the Wellbeing Leader and is further supported by the 'Get Grit' and 'What's The Buzz' programmes. Peer mediators support students in the yard and representatives from every class meet together regularly to ensure that students are involved in school decision making processes.

The school is involved in a number of different sporting carnivals and clinics through the SA Primary Schools Sports Association, as well as inter-house competitions at the annual school sports day.

If you have any questions about the information in this booklet, or would like to know more, please don't hesitate to contact me.

Yours sincerely,
Sara Scott
Principal



Our School Values

Respect

Persistence

Success

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Allergies and Nut Awareness Policy

Rationale

The policy is founded on the belief that the Department for Education requires schools to promote and construct learning environments that are safe and supportive. Students and staff may have anaphylactic (severe allergic) conditions, that include nut allergies. This means that exposure at school may constitute a risk to their health and wellbeing. It is not possible to guarantee that the environment will be completely free of potential hazards due to current food processing practices. The emphasis is therefore on raising awareness and adopting the reasonable procedures termed as 'Nut Awareness'.

This policy has been developed using the Australian Society of Clinical Immunology and Allergy (ASCIA) *Guidelines for Prevention of Food Anaphylactic Reactions in Schools, Preschools and Childcare Centres*

Aims

- To raise awareness of severe allergies for all members of the school community and show care and concern for others within our community
- To provide a safe school environment for all members of the school community
- To reduce the incidence of nut products brought to school
- To support families of children who send their child to school and try to allow them to have as normal a childhood as possible
- To support students in developing strategies for managing their severe allergy in the wider community as well as at school.

(Refer to Appendix for the School Nut Awareness Policy for more details)

Assemblies

Assemblies are held regularly in the Gym, usually in weeks 3,6 & 9. School captains organise and conduct the assemblies. All children from Pre-school to Year 6 attend assembly.

A roster is planned each term for classes to present at assemblies.

Regular features of assemblies:

- The singing of 'Advance Australia Fair'
- Acknowledgement of Country
- Acknowledgment of students who have performed a service to the school
- Acknowledgment of achievements (2 award certificates per class)
- Sharing of student work

Bicycles

We encourage children to be active and ride bikes or scooters to school. Whilst moving through the school yard either in the morning or afternoon, children must walk their bike or scooter through the yard. A new secure under-cover facility has been built for children to store their bikes and scooters in during the day. A safety chain and lock is still recommended.

Canteen

Canteen facilities are not available on the school site. The school has outsourced the canteen service to Subway, a local business. Lunch orders are available Mon-Fri and can be ordered on the school Qkr app.

Class monitors collect lunches from the Front Office at 1.05 p.m.

Children who have no lunch must go to the Front Office to receive an emergency lunch.

Choir

Children in Years 5 & 6 have an opportunity to participate in the school choir. A group of children willing to make the commitment are selected in Term 1 and practise weekly. They perform at assemblies and other school events.

Collection Of Money

A payment box is located in the Front Office for all school related payments.

Office Hours are 8:30am to 3:30pm Monday to Friday.

Communication

Communication Book (Reception to Year 2)

To ensure good communication between home and school, every student has a communication book and a Communication bag. Teachers and parents are encouraged to use the communication book to assist an effective two-way flow of information re school/home events, concerns and successes. Students take home books (e.g. reading book) plus the communication book and all notes are taken back and forth to school in the communication bag.

Communication Diary (Years 3 - 6)

At the beginning of each school year, students may receive a school diary. The diary is an important part of school life and can be used:

- for parents to check on dates of coming school events
- as a communication link between parents and teachers
- for students to record homework and books read
- to assist students develop appropriate organisational skills

Students must bring their diary to school every day for staff to check and also show their parents after school every day for effective communication.

Some classes also use electronic communication in the form of Seesaw. Information is sent home at the beginning of the year with details on how to access this.

Upper primary classes are using Seesaw to inform students and their families about homework and other information.

To Parents (whole school)

A School Newsletter will be published twice per term. The newsletter is uploaded to the website and Seesaw app. Whole school information and announcements from the administrative and leadership team are sent out through the Seesaw app.

Other notes and circulars may be sent home during the fortnight between newsletters and when possible will be sent home on Fridays.

At times when parents are required to return an acknowledgment slip, staff will keep a checklist and will follow up slow returns.

To Parents (from classes)

When necessary a note will be written in a student's Diary or Communication Book informing parents — about a child's progress, behaviour, special events, excursions, seeking parental approval for their child's participation. etc.

- Seeking their help and participation in classroom activities.
- Acquaintance Night
- Student reports
- Term overviews

Teachers also use the Seesaw app to share class information and examples of work.

A phone call and/or email may also be made to parents about their child's behaviour, progress, attendance etc.

Curriculum

Teachers will use the Australian Curriculum to plan and report to parents in:

English – Language, Literature, Literacy

Science – Science inquiring skills, Science as a Human Endeavour, Science understanding

Mathematics – Number & Algebra, Statistics & Probability, Measurement & Geometry

Design & Technology – Designing, Making, Critiquing, Digital Technologies / Coding

Arts - Dance, Drama, Media Arts, Music, Visual Arts, Arts practice, Arts analysis and response, Arts in contexts

Languages (Japanese) – Communication, Understanding Language, Understanding culture

Humanities & Social Sciences (HASS) - History, Geography, Civics & Citizenship (3-6), Business & Economics (5-6)

Health and Physical Education – Physical activity and participation, Personal and social development, Health of individuals and communities

Curriculum Support Programmes

CURRICULUM SUPPORT PROGRAMMES

The class teacher, specialist teachers and Leadership team provide the curriculum outlined above. In addition, there are various other programs provided for students. They include:

Curriculum InterventionProgrammes:

Our Learning intervention programmes enable adults to work with students who have learning needs. An Individual Learning Plan is developed for all students accessing support programs.

Gross Motor Skills

Students at Reception are screened for co-ordination skills and, if required, are placed on a program designed to improve these skills and their associated self-concept. (Jumping Beans)

Fine Motor Skills

Class teachers identify junior primary students to work with a School Support Officer on activities that develop fine motor and handwriting skills.

Speech

Students identified through assessment by a Department for Education speech pathologist, work with an SSO on a program, designed by the speech pathologist, to meet their specific learning goals. Students are withdrawn by the SSO to work one on one or in a small group with similar needs.

Classroom Intervention Programme

SSO's work with students, under the supervision of the class teacher during literacy or numeracy block. This may involve 1:1 or small group work either in the learning assistance area or in the classroom.

Phonological Awareness

Preschool children are tested using the screen for Phonological Awareness using the PASM screening test in terms 1 & 4. Year 1 students also undertake a Department for Education Phonics Check in term 3 each year. The testing assesses Knowledge of sounds, sounds in words (at the beginning, end and middle) ability to rhyme word, and to identify syllables. Work begins in preschool to build the children's skills in areas they scored low marks in. On entering school in Reception the term 4 scores inform teachers and SSOs of the students needing extra support in class and/or with a SSO.

Reading Support Programme

Students in Years 1 and 2 who are assessed as requiring support to extend their reading ability, work with the Reading support teacher and/or experienced SSOs, to develop their decoding, fluency and comprehension skills.

InitialLit

InitialLit is an evidence-based whole-class literacy program providing all students with the essential core knowledge and strong foundations to become successful readers and writers.

InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2).

Homework

Homework is a useful means of

- revision of the day's work
- completion of exercises and assignments
- practice in skills such as reading, writing, etc

Homework can give parents an idea of what is happening in the classroom. The setting of homework, and the time spent on homework, is closely related to the age, abilities and interests of the child.

Suggested time allocations are as follows:

R to Year 2 - 10 to 15 minutes - up to 3 nights a week.
(often associated with reading and practicing sight words)

Year 3 - Maximum 20 minutes - 3 nights a week
Year 4 - Maximum 25 minutes - 3 nights a week
Year 5 - Maximum 30 minutes - 3-4 nights a week
Year 6 - Maximum 45 minutes - 3-4 nights a week

Hot Weather / Wet Weather

Hot Weather

Early dismissal is not our practice, as all rooms are air-conditioned. Inside supervision of students will be implemented at lunchtimes when temperatures are 35 degrees or above at 1.00pm. Classes will be able to utilise vacant classrooms and areas of the school such as the Gym and Jubilee Room during indoor play times.

Wet Weather

On days of inclement weather, staff will be required to exercise additional supervision.

Before School - Rostered yard duty staff members on duty to ensure that all children are in a dry area.

Recess and Lunch Breaks - If weather is too wet to allow children outside at the beginning of recess or lunch, then there will be three rings of the siren/bell. If children have been dismissed and weather becomes wet, then three rings of the siren/bell will recall children to classrooms. Staff on duty and those not on duty, will return to their classrooms to supervise children. Teachers may institute a pairing arrangement, where appropriate, to share the supervision of two classes.

Strong Wind

In the case of strong wind during playtimes the safety of students will be assessed due to the possibility of falling branches from the many mature gum trees on our site. A siren will be rung. Three rings of the siren/bell will recall children to classrooms.

Lost Property

All lost property will be stored in a cupboard placed just inside the Unit. Students and parents are encouraged to check the cupboard regularly.

Mobile Phones—Use by Students

We believe that our existing communication channels (Seesaw App, diary notes and telephone) are adequate. If, in exceptional circumstances it can be demonstrated that it is necessary for a student to bring a mobile phone to school, we request that the following steps be followed:

Signed consent form from Parent/Caregiver be completed and sent to Front Office.

The phone be kept in a secure place in the administration area of the school and turned off.

It should also be noted that the school will take no responsibility for damage to or theft of the phone while on school property.

(Refer to Appendix for the School Mobile Devices policy for more details)

Music and Instrument Tuition

As a supplement to our existing classroom music program, and in response to parental support, our school offers instruction in a range of instruments including:

Piano, drums, guitar, percussion, keyboard, recorder, violin and voice.

Parents make arrangements with the private tutors. Information is published in the school newsletter or enquiries can be made at the front office.

The majority of these instruments involve a commitment to participate in the school music night in term 4. Lessons are during school hours.

Newsletters

A school newsletter is published twice per term. It's an important means of communication. Our aim is to keep parents fully informed of school matters. Hard copies are available from the Office upon request. The newsletter is available on the school website. The newsletter is also sent to all families via the Seesaw App.

Parking

The Department for Education provides parking on school grounds for staff and visitors. Parents are not to park in the staff carpark at the top of the driveway. Parents are able to park in the spare carparks along the driveway. A disabled parking space is available for permit holders near the blue bin. "The Loop" is a drop off and drive area. It is not a parking area.

Parent Feedback Policy

Good relationships within the school community give children a greater chance of having a successful educational experience. It is important students, staff and parents work together in solving any issue or problem that may arise. In the event of a complaint the following guidelines should be used.

(Refer to Appendix for the school Parent Feedback Policy)

Parent Fundraising Committee (PFC)

The PFC is made up of parents from Pre School to Year 6. PFC is a subcommittee of the Governing Council. The PFC organises fundraising activities throughout the year. Proceeds go to either supplement priorities within the annual school budget or target specific initiatives such as ICT equipment, playground equipment and school improvements.

Pastoral Care Worker (PCW)

Ridgehaven has been fortunate to gain the support of a PCW. It is their role to support members of our community, staff, students and parents in a range of ways. Students need parent permission to work with the PCW. The PCW will support classes, small groups and individuals and will organise support programs to meet identified needs of particular students.

Resource Centre

The Resource Centre is upstairs in the two-storey building. The borrowing and cataloguing system is automated. All children and staff are entitled to borrow and parents may also borrow books if they wish. Children may borrow and return books: Monday to Friday 8:50—9.15 am and during lesson time with class teachers.

We encourage children to return books after a week. Reminder notices will be sent home for books overdue after 2 weeks. All books need to be returned at the end of the second to last week of Term 4. Children may borrow for the holidays during the year.

Children in Years R-3 may borrow up to 4 books.

Children in Years 4-6 may borrow up to 5 books.

School Dress Code

It is a requirement at Ridgehaven that all students wear School Dress Code.

Only in exceptional circumstances, where good reasons apply and the school is notified (e.g. note or diary), students will be excused on a daily or temporary basis.

(Refer to Appendix for the School Uniform Policy for more details)

Uniform Shop

School uniforms can be purchased from the Front Office or via the Qkr App. Opening times are published regularly in the school newsletter.

School Governing Council

The role of the Governing Council is to work with the site leader (principal) to help set and monitor the direction of a site and OSHC services. For other responsibilities, refer to the Governing Council Constitution.

Meetings are conducted in the evening twice a term in weeks 3 & 8. The A.G. M. of the Governing Council is conducted on an evening in the third or fourth week of Term 1 and could possibly be on the same evening as the Parent / Teacher Acquaintance Evening. The Governing Council has affiliated committees: Finance, OSHC and Preschool. Members of these sub-committees can be Governing Council, staff or community members.

School Sport

Ridgehaven Primary School is affiliated with the South Australian Primary School Sporting Association and regularly participate in sporting carnivals / clinics throughout the year. Sports Day is held annually on the school site and all students from Preschool to Year 6 participate in the day's events.

Secondary School

Year 6 students participate in a transition program to their secondary school. A student's local secondary school is dependent on where a student lives and there is a process for requesting acceptance from a school that is not a student's identified local school.

Sunsmart

Australia has the highest rate of skin cancer than anywhere in the world. The major cause of skin cancer is overexposure to the ultra-violet rays of the sun over many years. As children spend more time outdoors, particularly when at school, it is estimated that they receive three times more UV radiation than adults. Research highlights skin protection, particularly in the first 18 years of life, as a major strategy in the fight against skin cancer. Skin cancer is almost totally preventable by using a combination of "SunSmart" strategies, to protect children from UV radiation.

Aims

The Sun Smart policy aims to promote the following among students, staff and parents & wider community:

- Positive attitudes towards skin protection
- Lifestyle practices which help reduce the incidence of skin cancer and the number of related deaths
- Personal responsibility for decision making about skin protection
- Awareness of the need for environment changes in schools to reduce the level of exposure to the sun
- Meet Duty of Care to employees & students to provide a safe work environment.

(Refer to the appendix for the School Sun Smart Policy for more details)

Swimming

Students from R-6 participate in Department for Education Swimming/Aquatics activities as part of the Health & PE Curriculum. R-2 students attend swimming over 5 days usually during term 4. Year 3-5 students attend swimming over 5 days usually during term 4. Year 6 students attend an aquatics program at West lakes Aquatic Centre 1 day in term 4. (or when a booking is available)

Volunteers

We believe that volunteers can make a significant contribution to the school community and supporting teachers in the teaching and learning program by giving their time and sharing their skills and expertise with others. Volunteers may have a wide range of interests and abilities that complement school programs, thus providing a wider range of interactions and experiences for students. All volunteers must have the necessary screening checks and attend a training session before helping in the school.

(Refer to Appendix for School Volunteers Policy for more details)

OSHC

Ridgehaven OSHC service is governed by the school's Governing Council. It is a highly rated service offering;

Before School Care: 7:00am—8:50am

After School Care: 3:00pm—6:15pm

Vacation Care: 7:00am—6:15pm

Pupil Free days / School Closure days: 7:00am—6:15pm

Bookings are essential: phone: 83963327

Director: Kerri Cook

School Times

8.35am – 8.50am	Teachers on duty in the yard
8.50am	Bell (in the form of music) for students to go to classes
8.50am – 11.20am	Lesson time
11.20am – 11.40am	Recess time
11.40am – 1.10pm	Lesson time
1.10pm - 1.20pm	Inside eating lunch time
1.20pm – 1.50pm	Lunchtime
1.50pm – 3.00pm	Lesson Time
3.00pm	Dismissal
3.00pm – 3.15pm	Teachers on duty in the yard

Term Dates

South Australian State Schools Term Dates

	Term 1	Term 2	Term 3	Term 4
2022	31 Jan – 14 Apr	2 May – 8 Jul	25 Jul – 30 Sep	17 Oct – 16 Dec
2023	30 Jan – 14 Apr	1 May – 7 Jul	24 Jul – 29 Sep	16 Oct – 15 Dec
2024	29 Jan – 12 Apr	29 April – 5 Jul	22 Jul – 27 Sep	14 Oct – 13 Dec
2025	28 Jan – 11 Apr	28 April – 4 Jul	21 Jul – 26 Sep	13 Oct – 12 Dec



Allergies and Nut Awareness Policy

Ridgehaven Primary School

Rationale

The policy is founded on the belief that DECD requires schools to promote and construct learning environments that are safe and supportive. Students and staff may have anaphylactic (severe allergic) conditions, that include nut allergies. This means that exposure at school may constitute a risk to their health and wellbeing. It is not possible to guarantee that the environment will be completely free of potential hazards due to current food processing practices. The emphasis is therefore on raising awareness and adopting the reasonable procedures termed as 'Nut Awareness'.

This policy has been developed using the Australian Society of Clinical Immunology and Allergy (ASCIA) *Guidelines for Prevention of Food Anaphylactic Reactions in Schools, Preschools and Childcare Centres*

Aims

- To raise awareness of severe allergies for all members of the school community and show care and concern for others within our community
- To provide a safe school environment for all members of the school community
- To reduce the incidence of nut products brought to school
- To support families of children who send their child to school and try to allow them to have as normal a childhood as possible
- To support students in developing strategies for managing their severe allergy in the wider community as well as at school

Role of the Leadership team

- To inform parents of the Allergies and Nut Awareness Policy when they enrol their children
- School community regularly informed via newsletters and other correspondence about the Allergies and Nut Awareness Policy
- Governing Council being informed and giving approval and support to this policy
- Staff being informed and participate in training opportunities to understand how to deal with Anaphylaxis (severe allergic reactions)
- Raise awareness with staff about suitable food being brought in for morning tea and food available for staff consumption during the day in the staff room
- Ensuring school canteen complies with this policy
- Ensure staff are made aware of students or staff members who have anaphylactic responses, including nut allergy
- Ensure that signage is placed in prominent areas e.g Front Office, Canteen, Gymnasium stating that the school acknowledges that due to food processing practices it is impractical to eliminate nut or nut products entirely from an environment where there is food, thus the school is "Nut Aware"
- Ensure that all staff have a copy of the proforma that teachers can use to send home if a product containing nuts is sent to school
- Ensure the school website is updated with information relating to this policy
- Liaise with Canteen to comply with the Allergies & Nut Awareness policy

Role of Teachers

- Supervise students during lunch eating time and being vigilant in regard to this policy. Students who bring food to school that contains nuts or nut products will be asked to eat food away from other students and to wash hands before going to play. Family will be contacted to explain our policy and offer support in providing alternatives for food at school
- To be vigilant and respond appropriately to students who tease, harass or bully students about their allergy
- Encourage students not to share food
- Inform students and their families about this policy
- Inform students and their families when there is a student in the class with severe allergic reaction
- Ensure information about the policy is included in notes that go home about shared food opportunities e.g. class parties
- Participate in training to understand procedures related to anaphylaxis as the need arises
- Encourage students to wash hands after eating

Role of students

- To have an understanding of the need to provide a safe environment for all students through participation in educational programs incorporated within the curriculum
- To not share food unless there is a class party where class teachers and other trusted adults supervise
- To take responsibility for their own behaviours and not tease, harass or bully students about their allergy

Role of Parents / Caregivers

Requested not to send food to school that contain nuts or nut products. This includes products such as peanut paste, 'Nutella', most nuts, peanut cooking oil and other foods that may contain nuts. This information will be distributed regularly throughout the year through school newsletters, class newsletters, on the school website and through school enrolment packs.

Understand that students bringing food that contains nuts or nut products will be asked to eat that food away from any other students

Evaluation

This policy will be reviewed with students, parents and community input as part of the school's review cycle.

This school acknowledges that due to food processing practices it is impractical to eliminate nuts or nut products entirely from an environment where there is food. Many food packaging labels include the phrase 'may contain traces of nuts'. Foods with packaging labels that contain the phrase 'may contain traces of nuts' are acceptable. Thus 'Nut Aware' school.



Mobile Phone Policy

Ridgehaven Primary School

Rationale

At Ridgehaven Primary School we believe that it is important to promote and support teaching and learning in a safe environment free from unnecessary distraction or disruption. We recognise that mobile phones offer a service to some families in that they ease safety and communication concerns for students before or after school. During school hours however, there are issues around security, interruptions, equity, harassment & bullying and taking and displaying of images, that surround the use of mobile phones & other electronic devices that take photos/videos. We therefore strongly discourage students bringing mobile phones or other electronic devices to school unless they are done so under the parameters of this policy. It is also recognised that staff, visitors and contractors use mobile phones for a variety of purposes including safety, business and general communication and that their use on site also falls within policy guidelines.

Aims

To provide a safe and uninterrupted teaching & learning environment.

To ensure that communications are legitimate, appropriate and do not interrupt teaching and learning.

To ensure that all communications between students and families, within school hours, occur via messages rung through to the front office on 82645277.

Expectations of students

A written request needs to be submitted by parents/caregivers to the student's teacher, explaining the need for a student to bring a mobile phone to school.

Class teachers will check that students who bring mobile phones to school have written parent permission to bring them for safety/communication purposes.

Students are not to have mobile phones or other electronic devices in their possession during school hours. The phone needs to be handed to the teacher at the beginning of the day and collected at the end of the day.

Class teachers will collect and return student mobile phones daily. Ensuring they are stored at the front office or in a locked cupboard.

Students who do not comply with the guidelines of this policy will have their mobile phone or electronic device confiscated and parents will be notified of the breach.

Students bring mobile phones to school entirely at their own risk. Neither the school nor DfE can accept responsibility for any loss or damage nor for investigating such.

Expectations of Staff

Mobile phones are not to be used during teaching times except in an emergency or as pre-arranged with a line manager.

All mobile phones must be turned off or put on 'silent' during any meetings.

Personal mobile phones are brought to school at the owner's risk. Neither the school nor DfE can accept responsibility for any loss or damage nor for investigating such.

Staff have access to a school mobile phone when required for excursions or camps.

Role of Parents / Caregivers/Visitors and contractors

Parents need to submit a written request for their child to bring a mobile phone to school.

If parents need to urgently contact their child they should ring the school and leave a message to be passed onto their child.

All users are to switch their mobile phones to silent or discreet when in meetings, classrooms, or attending school functions such as assembly, interviews or performances.

All users are to take or make mobile calls outside teaching and learning areas.

Evaluation

This policy will be reviewed with students, parents and community input as part of the school's review cycle.

RIDGEHAVEN PRIMARY SCHOOL MOBILE PHONE PERMISSION

Student Name _____ ROOM _____

I _____ give permission for my child _____ - to bring a
mobile phone to school between the following dates _____

because _____

I accept full responsibility for the phone while at school.

Signed _____ Date / /



Dress Code Policy

Ridgehaven Primary School

Ridgehaven Primary School Dress Code Policy

Aims:

The purpose of the Dress Code is to create a sense of community that engenders the feeling of belonging and safety in all individuals. Our aim is to have a learning environment that is supportive, positive, non-discriminating, equitable and safe. Our Governing Council has determined that the wearing of the School Dress code and following the school's policy is important for all students. Our uniform offers affordable clothing for all students. It is flexible, based around the school's colours of navy and red. The school prides itself on the high level of co-operation of students with the policy and on the overall appearance of students.

Uniform items with the School Logo may be ordered and purchased through the Front Office; this includes Navy Bucket hats, Polo Shirts, Jumpers and a Jacket, dresses are also available. Ridgehaven Primary School supports the purchase of clothing that adheres to the Dress Code from third party retailers.

Students in all year levels are expected to follow the Dress Code at school and at official school events and excursions, unless otherwise instructed by staff, or by exemption for school wide events (such as Sport's Day and Casual Days, in which other colours may be worn, but safety requirements must still be adhered to).

All students from Reception to Year 7 are required to adhere to the Dress Code. Special exemptions may be granted (see below)

All garments should be plain in design (only a small brand name may be visible) and conform to the school colours of navy bottoms and red tops.

Tops – Red; Polo shirt, blouse, shirt, cardigans, jumpers (v/crew/polo), skivvy, track tops, windcheater. Graduating Students have the option to pre-order special edition senior tops, which are Navy and Red and contain the school logo and student names.

Bottoms – Navy; Shorts, skirts and skorts (navy tights or stockings can be worn beneath these), track pants, trousers, leggings. Bottoms need to be visible below t-shirts and jumpers. Denim clothing is not part of the Dress Code.

Dresses - Blue/white/red Ridgehaven check can be ordered through the front office. Bicycle shorts or sports briefs worn under dresses or skirts.

Head Wear – Religious head wear and hats must be Navy in colour. Hats should be Bucket or Legionnaire style.

Shoes – There is no colour or branding policy for shoes, but all shoes must be safe and appropriate for active learning, fitness activities and play (no thongs, high heels, or open toe shoes).

The Dress Code observes health, safety and is practical in its application to a wide range of physical activities and weather conditions.

Our Sun Smart policy requires children to wear hats when the UV Rating is 3 or above.

Jewellery, Cosmetics and Hair

The following guidelines apply;

Small sleepers and stud earrings are considered appropriate for pierced ears. Body jewellery, necklaces and bracelets are not part of the School Dress Code. Watches must adhere to our Mobile Phones and Smart Devices Policy.

Make-up, cosmetics, nail polish and acrylic nails are not part of the School Dress Code. Novelty hair accessories are not part of the Dress Code and hair accessories should, where possible, be navy, red or neutral (black, brown, white or beige) in colour.

Students with hair below shoulder length may be asked to tie it back as required for occupational health and safety concerns (science, sport activities, etc).

Rationale for the Dress Code:

1. A School Dress Code provides an easy and effective means of identification of students from our school. This is a safety factor as well as a source of pride and feeling of belonging.
2. Having a School Dress Code takes away a major source of expensive and time-consuming tension between students and families based on peer pressure and fluctuating fashion trends.
3. Parents state consistently that a School Dress Code is cheaper in the short term and usually much cheaper over several years.
4. A sensible and flexible School Dress Code does not prevent a student from expressing individuality, nor does it discriminate on economic grounds or social grounds. It allows students to focus on the basic purpose of their schooling that of learning, without the pressure of having to keep up with changing fashion trends.

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Who Decides about a School Dress Code?

A School Dress Code Subcommittee of the Governing Council formulate the policy. The decision to have a School Dress Code and to expect all those who choose to attend Ridgehaven Primary School to comply with it, rests with the elected Governing Council. The Governing Council support for a School Dress Code is on behalf of the whole school community. The Governing Council supports the staff of Ridgehaven Primary School in the setting of reasonable rules and requirements to ensure that the Dress Code is adhered to.

The staff of the school will ensure students adhere to the Dress Code. Students will be spoken to, encouraging the student to observe the Dress Code. Communication will occur with families when the Dress Code is not adhered to.

The Dress Code is not designed to be punitive, however when safety is a concern (e.g., Uniforms on a school excursion, lack of a hat when the UV is above 3, hair tied back during science, cooking, sport), participation in some activities may be regulated accordingly.

The question of choice is important. The choice of Ridgehaven Primary School upon enrolment is an implicit agreement with the range of policies and procedures that the school upholds. The correct and regular wearing of our School Dress Code is one of those expectations. Students and parents are expected to support the Dress Code Policy.

Changes to the School Dress Code will be minimised. From time to time however changes will occur, and the school community will be informed and given a reasonable time frame to comply with these changes.

Exemptions

Can a Student be exempted from this Policy?

The Dress Code range detailed are the only clothing items that are considered acceptable for our school. If a student cannot wear the School Dress Code on a certain day, they are required to have a written explanation in their diary/communication book for that occasion. Notes of this nature are special exceptions. Consideration is available for accessibility needs of students but needs to be discussed with the Principal.

Parents have a right to seek formal exemption from this policy for their children.

Exemption requests must be in writing to the Principal. A request will be considered according to whether it fits within the guidelines set by the Education Department Regulations. Grounds upon which parents may seek exemption are - religious, cultural, or ethnic, itinerant students, financial hardship, medical or family sickness reasons.

An exemption request is a formal process. Exemption approvals lie with the Principal.



Parent/Caregiver Feedback Policy

Ridgehaven Primary School

Ratified: 17.5.2022

Issue Number: 4

Review Date: May 2025

Good relationships within the school community give children a greater chance of having a successful educational experience. It is important students, staff and caregivers work together in solving any issue or problem that may arise. In the event of a complaint the following guidelines should be used.

Roles and responsibilities:

- Everyone should be treated with respect
- Issues or problems at school with other students or caregivers need to be resolved through the school staff
- It is never appropriate at any time at school for a caregiver to directly approach a child/ren or their caregiver/s over a problem or issue even if the problem or issue is not school related
- Meetings to discuss complaints will be suspended if any person behaves in an insulting or offensive manner

Caregivers:

- Arrange a time to talk to the original decision maker – the relevant teacher or school leader
- State your concern/s clearly and objectively, giving specific instances where appropriate
- Provide complete and factual information
- Co-operate with any requests for more information
- Seek a solution that attempts to meet the needs of all those concerned
- Treat staff handling the complaint with courtesy and respect
- Allow a reasonable timeframe for the issue to be investigated and addressed
- If the grievance is not addressed to your satisfaction arrange a time to speak with the appropriate member of the school's leadership team responsible for that year level:
Preschool – Martin Woodcock
Special Options – Sara Scott
Reception to Year 2 - Sara Scott
Year 3 to Year 6 - Martin Woodcock
- If the outcome is not satisfactory, please contact the Customer Feedback Unit on 1800 677 435 or via their online feedback and complaints form.

School leaders and staff:

We will acknowledge the complaint and make a time available as soon as possible to discuss the complaint with the caregiver/s

We will listen to the concerns with an open mind and seek to understand

We will maintain confidentiality

We will investigate any relevant issues carefully and in a timely manner (wherever possible within 48 hours) and will take appropriate action, including mandatory notification, if the safety of a student is threatened

We will be committed to resolving the problem or issue in a respectful manner striving to be as fair as possible

We will attempt to communicate clearly, sensitively and objectively

We will establish timelines for actions and review for any resolution

We will advise the caregiver of their right to contact Customer Feedback, if a resolution at the school or pre-school cannot be found.

Note:

Caregiver/s with a complaint about **School Policy** should:

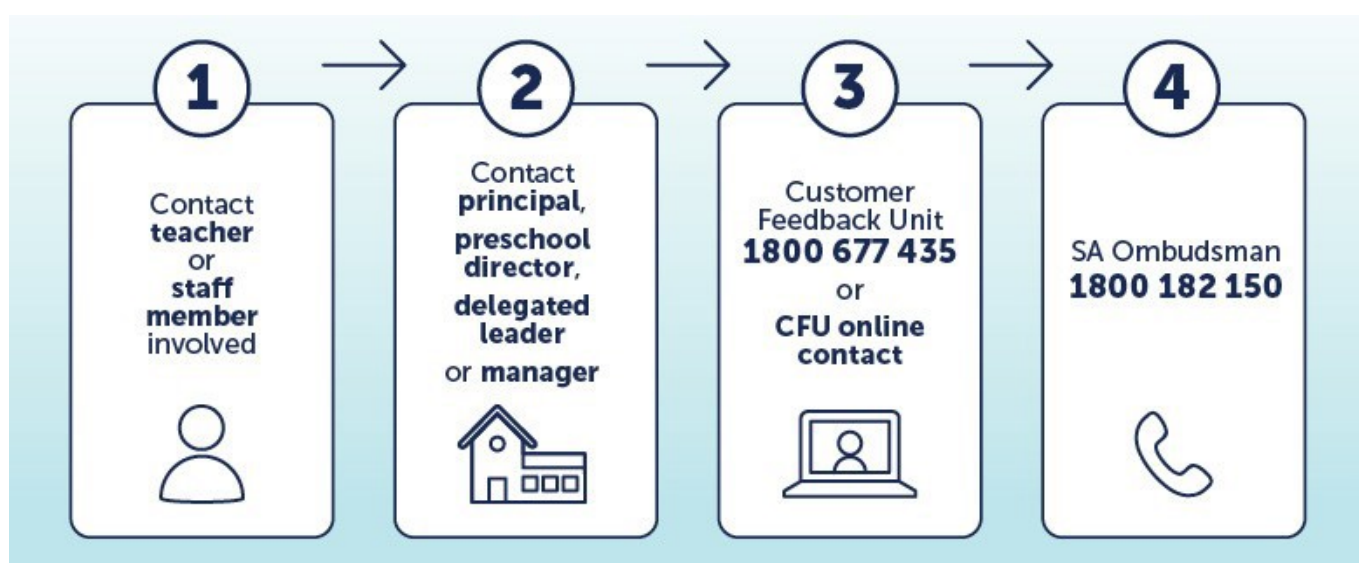
Arrange a meeting time with the Principal to discuss your concern and/or contact a member of Governing Council.

Allow reasonable time frame for issue to be investigated and addressed.

If you are still not satisfied with the outcome contact the Customer Feedback Unit, 1800 677 435 or via their online feedback and complaints form.

Further Information:

For further details refer to the Department's website at: <https://www.education.sa.gov.au/department/about-department/contact-department/feedback-and-complaints-about-school-or-preschool/>





SunSmart Policy

Ridgehaven Primary School

Rationale

Australia has one of the highest rates of skin cancer in the world. The major cause of skin cancer is overexposure to the ultra-violet rays of the sun over many years. As children spend more time outdoors, particularly when at school, it is estimated that they receive three times more UV radiation than adults. Research highlights skin protection, particularly in the first 18 years of life, as a major strategy in the fight against skin cancer. Skin cancer is almost totally preventable by using a combination of "SunSmart" strategies

To protect from UV radiation

POLICY IN PLACE Terms 1, 3 and 4 (1 August to 30 April) and when UV index is above 3

Definition

Ultra Violet Radiation (UVR) is emitted by the sun and can't be felt or seen but can cause permanent skin damage. UV radiation intensity varies across Australia and in Adelaide. In South Australia, skin protection strategies are recommended when the UV reading is 3 and above.

Aims

The Sun Smart policy aims to promote among students, staff and parents & wider community

- Positive attitudes towards skin protection
- Lifestyle practices which help reduce the incidence of skin cancer and the number of related deaths
- Personal responsibility for decision making about skin protection
- Awareness of the need for environment changes in schools to reduce the level of exposure to the sun
- Meet Duty of Care to employees & students to provide a safe work environment

Role of the Leadership team

- Inform parents of the Sun Smart Policy when they enrol their children
- Use the school newsletter to promote skin protection strategies and reinforce the Sun Safe policy
- Provide access to the Sun Safe policy as part of staff induction
- Provide staff with access to professional development in sun protection
- Monitor the amount of shade available so as to provide adequate sun protected areas in the school grounds
- Students will remain inside and appropriate supervision will be organised when the temperature reaches 35°C or above
- Monitor curriculum delivery to ensure information and activities about sun protection are included in programs at the early, primary and middle school years of schooling
- Maintain contact with State Cancer council for resources & material.
Include the day's UV level in daily morning notes (via the school's intranet).

Role of Staff

- Act as a positive role model by wearing a sun smart appropriate hat and clothing, applying sunscreen and seeking shade or using sunshades where possible, while participating in outdoor activities
- Monitor the wearing of hats by students when outdoors, throughout the year
- Use their discretion when scheduling outdoor activities with students to minimize exposure to UV radiation (including camps fairs excursions & sporting events)
- Incorporate programs on skin protection in the Health curriculum every year and for all year levels, including the preschool. Regularly reinforce the Sun Smart policy by checking UV levels daily (via the school's intranet).
- Act in accordance with the school's OHS&W Sun Protection policy

Role of Students

- Wear a bucket style school hat whenever they are outdoors participating in school related activities during terms 1, 3 and 4 and when the UV index is 3 or above.
- Play in the shade when students have no hat or are not wearing appropriate clothing during terms 1, 3 and 4 and when UV index is 3 or above.
- Wear clothing to cover as much skin as possible in accordance with the school dress code, including tops with collars and longer style sleeves, and longer style shorts, dresses and skirts.
- Use rash vests (over bathers) during swimming week.
- Use available areas of shade for outdoor activities.
Actively encourage the application of SPF 30+ broad spectrum, water resistant sunscreen provided in classrooms or at the office, 20 minutes before heading outdoors for all activities and special events such as sports, swimming, camps and excursions (allowing application time before exposure and reapplication 2 hourly).
- Have a sound understanding of skin protection strategies through participation in educational programs incorporated within the curriculum
Abide by the guidelines of the OSHC sun safety procedures when attending OSHC

Role of Parents / Caregivers

- Provide a school uniform hat for their child's use throughout the year
- Provide sunscreen for their child to apply
- Act as positive role models by practicing skin protection behaviours themselves when attending outdoor school events. Address SunSmart policy with visitors to ensure policy is upheld.

Role of the community

- Know that we care and are committed to the health of our students and staff because we are a Sun Smart school

Sun protection at OSHC and vacation care

The above sun protection practices are to be implemented during the following times at OSHC. Educators are encouraged to check the daily sun protection times for their local area.

- **Before school care:** Children attending before school care do not need to practise sun protection measures as the UV radiation levels are rarely above 2 during this time.
- **After school care:** This policy is implemented during terms 1 and 4 and whenever the UV radiation levels reach 3 and above at other times.
- **Vacation care:** This policy is implemented for the school holidays that fall between August and May and whenever UV radiation levels reach 3 and above at other times.

Evaluation

This policy will be reviewed with students, parents and community input as part of the school's review cycle. Participate in the Cancer Council Review process

Notes