



Felixstow

PRIMARY SCHOOL

Family Information Booklet



respect



responsibility



compassion

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Government of South Australia
Department for Education and
Child Development

Welcome ...

Welcome to Felixstow Primary School (FPS). Choosing a school for your child is a big decision and we are honoured that you chose us as an option for your child's primary education.

FPS has an enthusiastic school community who are keen to take on new challenges and support each other. We encourage all community members to be positive, active participants who take a collaborative approach to support our students to develop their individual potential and life-long learning skills and dispositions.

As a small school we have a high expectation of each other and how we communicate and collaborate to ensure we are meeting the needs of all children that attend. We think of ourselves as a family and every staff member works with and knows every student. We endeavour to provide a collaborative, flexible and supportive environment that challenges every learner to achieve their potential.

Skye van Heusden

Principal



We would like to Acknowledge that the land we meet on is the traditional lands for the Kurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

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Our School Community

FPS is an inclusive community where there is a collaborative responsibility to inspire, challenge and support learners to ensure positive growth and life-long learning.

Our Values



respect



responsibility



compassion

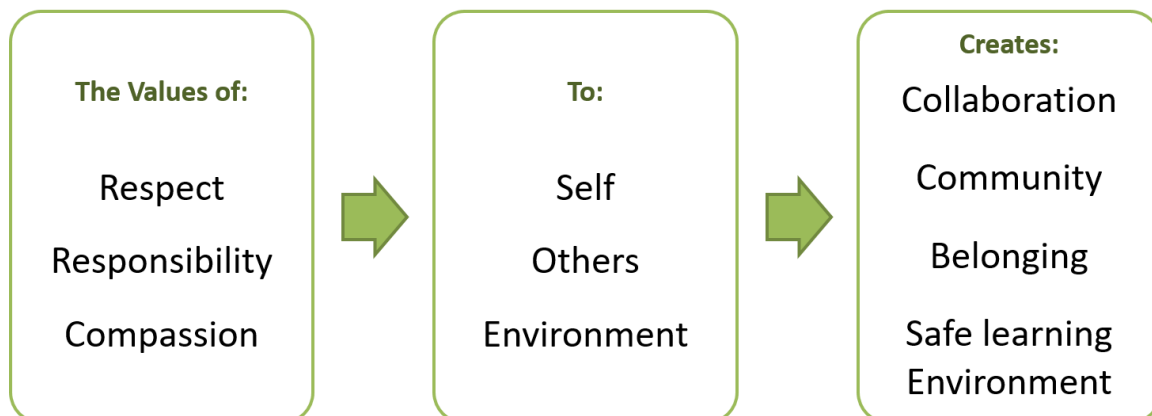
Our Vision & Mission

VISION

FPS students are self-directed, socially aware learners who strive to achieve their full potential. They are creative, critical thinkers who contribute as collaborative and engaged global citizens.

MISSION

To create a positive, flexible, and collaborative learning environment that encourages academic, social and emotional growth.



Enrolments

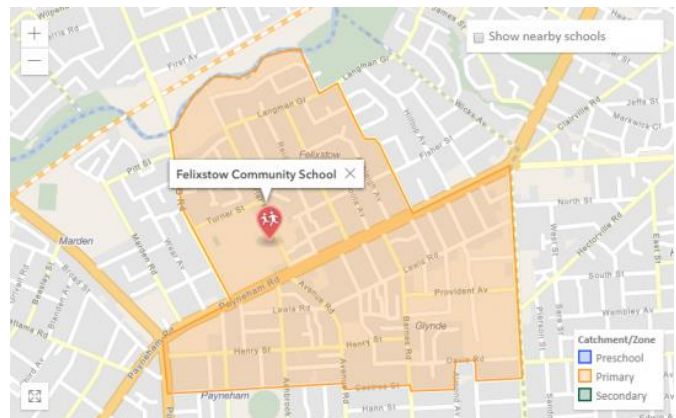
Felixstow Primary School (FPS) is a small Department for Education public school that is currently under the guidance of a DfE Capacity Management Plan and zone which was gazetted on April 30th 2020.

FPS is committed to the development of a community environment, where teachers, parents, students and extended community work together as partners in learning with a progressive education and creative arts focus and high expectations for every learner. As we are a small school we have limited places and operate under a Capacity Management Plan and local zone.

Felixstow Primary School zone:

A school zone is a defined area from which the school accepts its core intake of students. Felixstow Primary School operates a school zone within the area bounded by:

The River Torrens, Riverside Drive, Langman Grove, Cardigan Avenue, Payneham Road, Glynburn Road, Allen Avenue, Scott Street, Davis Road, Almond Avenue, Castres Street, Barnes Road, Castres Street, Avenue Road, Rosella Street, Portrush Road, Payneham Road and O G Road.



An online map of the Felixstow Primary School zone and a search tool to indicate if an applicant's home address is within the school zone is available at www.education.sa.gov.au/findaschool.

Please Contact us with your enquiries

NB: Further information regarding enrolment processes can be found on our website or in our Enrolment Policy.

School Times

7:30am	Out of School Hours Care (O.S.H.C.) Opens
8.30am	Out of School Hours Care (O.S.H.C.) Closes Duty of Care starts – Teachers on Duty
8.50am	School starts
11.10am – 11.40am	First break – Lunch
11.40am	Class time
1.40pm – 2.10pm	Second break - Recess
2.10pm	Class time
3.10pm	End of day Out of School Hours Care (O.S.H.C.) Opens
3.30pm	End of Duty of Care Children requiring care must be booked into O.S.H.C.
6.00pm	O.S.H.C. closes

Resources and Facilities

FPS is located approximately 7kms from the city centre, it is close to facilities such as Payneham Swimming Centre, Payneham Public Library, Marden Shopping Centre and the council owned oval (Patterson Reserve) at the back of the school. The River Torrens is a 1km walk away from the school with large open green space, walking and bike tracks and playgrounds.

Buildings and grounds:

The school consists of one main building and a small additional building referred to as 'The Kitchen'. The main building has had the majority of space divided up into 3 main classroom spaces and three shared areas. There is a large sunken area referred to as 'The Hub', which is an open space with a resource/library area. This space is often used for drama and dance as well as an area that the whole school can come together in for assembly or other whole school gatherings. We have 'The Studio', for Visual and Creative Arts as well as being additional class space if needed, we have also recently built a Music Room which is a space for music practice and rehearsals as well as a teaching and learning space. 'The Den' is a small space used to run support programs by the School Services Officers (SSO's). The building also contains the staff room, teachers prep area, Principals office, administration areas, and staff and student toilets.

The Kitchen and Lab are used by OSHC before and after school, the kitchen is also where breakfast club is held and often used for meetings, class cooking and Playgroup.

The grounds include a basketball court, large sandpit area with a water feature, swings, monkey bars, artificial lawn area, creative play area and recently some updates have included a fort, 2 slides, a creek and a fire pit. There is also a nature play area referred to as 'The Forest'. Class kitchen gardens are located behind The Kitchen.

Heating and cooling:

All rooms within the school have reverse cycle air-conditioning and ceiling fans in most spaces.

Access for students and staff with disabilities:

FPS has wheelchair facilities to both buildings and the oval and a disabled toilet is available. We have a disabled parking space available for those who have a disabled parking pass.

Access to bus transport:

Public bus access is available within a 5 minute walk of the school and is used for excursions. Department for Education or contractor buses are able to park outside the school grounds to collect students for excursions.

Playgroup

We currently offer a playgroup for local families for children under school age. Our playgroup is affiliated with PlaygroupSA and is facilitated by our OSHC Director . It is held on site every Tuesday morning from 9.00am – 10.30am and is based in the kitchen space with access to the school playground, sandpits and local facilities. We are a breastfeeding friendly space and baby change facilities are available for use. For more information about the benefits of playgroup please go to the PlaygroupSA website:

<http://www.playgroupsa.com.au>



Curriculum and Learning

The school offers programs designed to deliver the mandated areas of study in the Australian Curriculum through an integrated approach. Our timetable is arranged around the following lesson areas: Literacy, Numeracy, Creative Arts/STEAM and Integrated learning. Specialist teachers deliver P.E. & Health and Visual Arts. In 2019 all staff were trained in Auslan and since 2020 it has been our specialist language.

Information and Communication Technologies are integrated throughout the curriculum and all staff use technology to support teaching and learning. All classes have access to laptops and ipads. Further information about the Australian Curriculum can be found at:

<https://www.australiancurriculum.edu.au/parent-information>

Teaching methodology:

Our classes are structured in combined year levels, with team teaching arrangements to cater for the needs of students. 2022 structure:

Group 1 - Reception – Year 2

Group 2 – Year 3 – Year 6

Each term we have an Inquiry unit that is planned collaboratively by teachers and implemented across the site and encourage inquiry and project based learning approaches across the school and across the curriculum. These units are planned using the 6C's of Global Competencies – Communication, Collaboration, Creativity, Critical thinking, Character and Citizenship (*see Appendix C*).

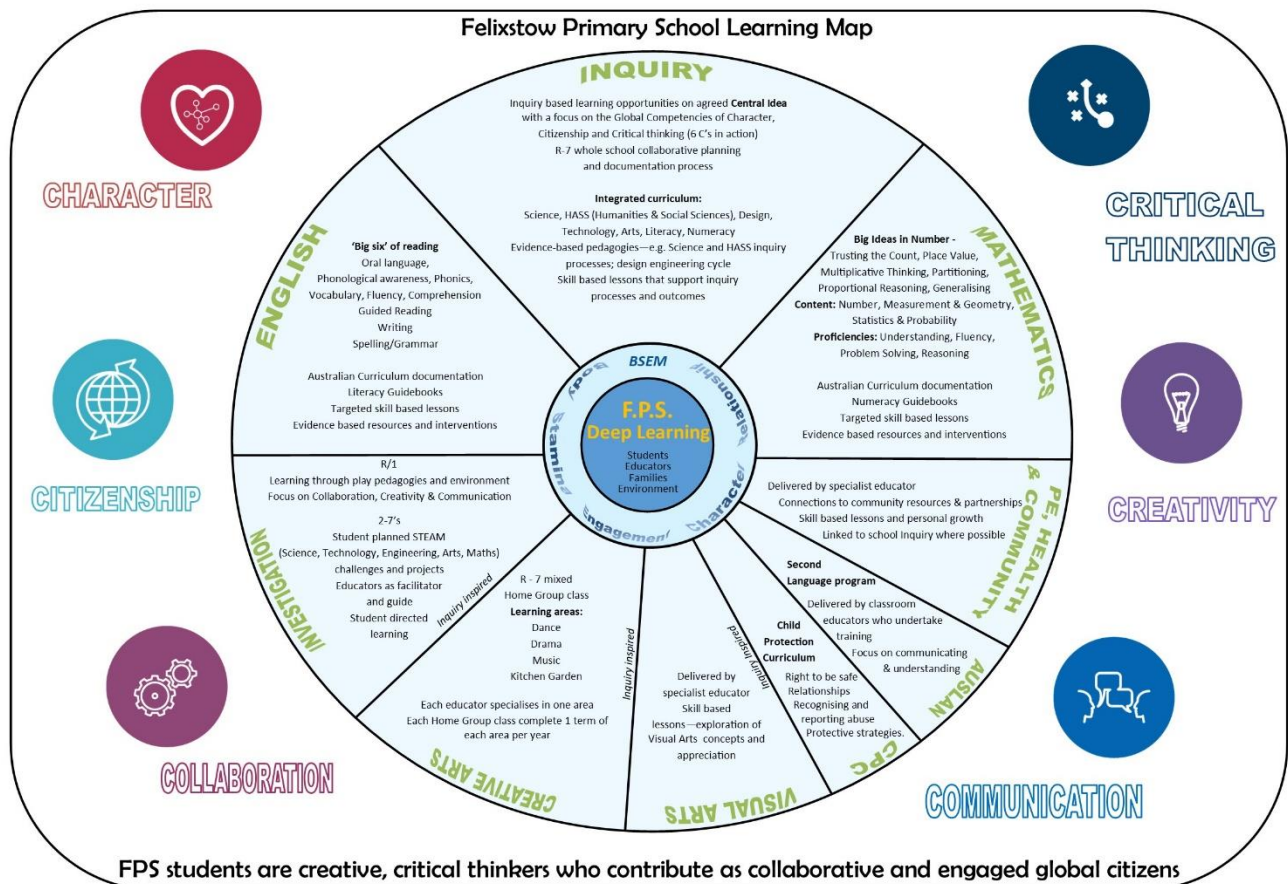
We value experiential learning opportunities and engage students in a range of excursions, incursions, camps and hands on learning (gardening, cooking etc) to increase opportunities for growth and engagement.

Home Groups:

At various times during the school week students work in 'Creative Arts Home Groups' which are Reception to Year 6 mixed groups. These groups work together with different teachers and rotate as a group each term to be involved in learning in kitchen garden, dance, music and drama.

We encourage parent and community contribution during specialised programs that value adds to the programs provided. Activities and support can also be negotiated with class teachers or the Principal on an ongoing basis.





Growth mindset:

We have a strong focus on developing in students a ‘**Growth Mindset**’ and positive learner dispositions.

“In 1988, Dr. Dweck first presented a research-based model to show the impact of mindsets. She showed how a person’s mindset sets the stage for either performance goals or learning goals. A student with a performance goal might be worried about looking smart all the time, and avoid challenging work. On the other hand, a student with a learning goal will pursue interesting and challenging tasks in order to learn more. A growth mindset is the underlying belief that abilities can be developed through effort and practice. Children with a growth mindset persist in the face of challenges because they understand that effort and hard work can change ability and intelligence. A fixed mindset is the belief that intelligence is static, and cannot be changed. When children have a fixed mindset, they tend to give up easily when they encounter obstacles, because they believe that they don’t have what it takes to learn hard things.

www.mindsetworks.com (See Appendix B)

Learner dispositions:

The term ‘**learning dispositions**’, sometimes called ‘habits of mind’, refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning activities and, potentially, the outcomes of the learning. Through our approaches we encourage a positive learner disposition through building learning power (see appendix A) and resilience.

Student Learning Support:

We have additional funding support as per Department for Education disability support for students who are verified as students with a disability with the department. One Plans are developed for students with verified disabilities, in consultation with parents, to support student learning.



Learning Intervention:

We run intervention programs for identified students in Literacy and Numeracy where students are not meeting the minimum Standard of Educational Achievement (SEA) benchmarks including:

- MiniLit – Literacy intervention aimed at year 1/2 students struggling with reading
- MultiLit – Literacy intervention aimed at year 3 -6 students struggling with reading
- Too Smart – Numeracy program targeting basic number skills for year 1-4 students
- QuickSmart – Numeracy program targeting basic number skills for year 3-6 students

NB: Not all students will have access to these interventions due to the restraints of a small school.

Outdoor Education/Social Skills groups:

We run outdoor education and social skills groups for identified students in consultation with teachers and families.



Assessment and Reporting

Assessment:

As per Department for Education requirements we undertake Running Records, Year 1 phonics checklist, PAT (Progressive Achievement testing) in Mathematics and Reading Comprehension and NAPLAN (National Assessment Program – Literacy and Numeracy). We also use ongoing formative assessment practices to assess learning growth and progress.

Reporting:

Term 1	Acquaintance night Learning Expo
Term 2	Written Learning Summary Parent-teacher interview focused on student data, progress and goal setting Learning Expo
Term 3	Learning Expo
Term 4	Learning Expo Written Learning Summary Optional parent-teacher interview focused on student data, progress and goal setting

We use the App ‘Seesaw’ to share learning progress on an ongoing basis as a digital learning portfolio. Optional 3 way and/or parent - teacher conferences can be requested at any time by teacher or parent. *We encourage ongoing communication between staff, students and families regarding student progress and goals.*

Parent Involvement

Parent and community involvement is encouraged to add value to the programs offered at FPS and provide additional opportunities for students. There are a range of ways to become involved including joining Governing Council or committees, supporting in class learning programs, running Children's University activities, fundraising, sports programs, events, excursions or any other ideas in negotiation with class teachers or the Principal.

Governing Council:

FPS has a Governing Council and 2 sub-committees that support decision making in the school:

- OSHC
- Finance

Parents can support in learning programs, mentoring programs, fundraising, events & excursions. Parents are encouraged to contribute to these on an ongoing basis. Activities and support can also be negotiated with class teachers or the principal. Parents can design projects and put proposals to the Governing council or school for approval.

If you are interested in volunteering speak with your child's class teacher about what you can offer or keep an eye out for call outs for help in a range of areas.

NB: All parent volunteers who are working to support programs or students across the school require a Department for Communities and Social Inclusion (DCSI) clearance and Reporting Abuse & Neglect (R.A.N.) training before commencing volunteer work.



Instrumental Music



We currently offer Strings (violin, viola, cello, double bass) through the Department for Education Instrumental Music Service depending on yearly enrolments.

We also have private instructors who offer guitar and keyboard/piano at private tuition fee costs to families. This service is provided by Learning Through Music.

Established for over 14 years, Learning Through Music provides innovative **instrumental music programs** and lessons to schools across Adelaide, as well as individuals and groups from all walks of life in our professional studios. Contact Learning Through Music today if your child is interested. <https://www.ltmusic.com.au>



Sport

We have a specialist Physical Education (PE) program that runs weekly. Our PE specialist teacher covers the PE & Health curriculum and creates many opportunities for students to engage in quality sports learning.

SAPSASA (South Australian Primary Schools Amateur Sports Association): We endeavour to provide opportunities for students to participate in SAPSASA sports events in a range of areas throughout the year. These opportunities are arranged by our PE teacher.

Sports Teams: Team sports are reliant on parent volunteers. We currently have a cricket team with players from both FPS and Paradise Primary, in the past, we have had volleyball and basketball teams that are parent-led. We encourage any parent or family member to start and manage sports teams if they are available. See the front office if you are interested.

Other sports opportunities: Sporting activities can be organised during playtimes or after school one off clinics. These activities are reliant on community volunteers.

Swimming and Aquatics: We access the Payneham Pool for Reception – Year 5 Department for Education Swimming lessons for one week each year and the West Lakes Aquatics Centre for the year 6 students Department for Education Aquatics program once per year.



O.S.H.C.

Director: Hannah Gustard

Opening Hours: Before School Care (7.30 – 8.30) After school Care (3.00- 6.00pm)

We aim to provide a quality childcare program for children who attend junior primary/primary school that meets your children's needs in a safe, caring and stimulating environment. The Felixstow Primary School Governing Council is the employing body of our service. They are responsible for the financial planning and management. The Governing Council and the Management Committee will ensure that decisions are made in an appropriate manner and in the best interests of the service and families. **The service is compliant with the Department for Education Licensing and Standards regulations for Out of School Hours Care and has been accredited (high quality)** as part of the OSHC Quality Assurance process (introduced in 2003).

Felixstow Primary School OSHC offers a full day Vacation Care program, subject to sufficient bookings. Our Vacation Care sessions run from 7:30am-6pm and include breakfast and afternoon tea for all attending children. Our sessions incorporate a diverse range of engaging activities, including in-house themed days, incursions, and excursions.

Mission Statement

Our goal is to provide well-balanced, quality childcare in a safe, friendly environment that meets the needs of all children, parents and the community.

Further information about our O.S.H.C. service can be found in the OSHC parent handbook (available on our website).



Social Development

Our social development approaches reflect the values of our school community and are in line with the Department for Education School Discipline Policy. We believe relationships are fundamental to the development of positive behaviours and use a positive behaviour support approach to support individual developmental needs.

Why are relationships important?

- Provides safety for learning
- Develops a collaborative community
- We learn the nuances necessary for effective communication
- We all need to feel valued
- We learn social skills from each other

- Through the development of positive relationships, we also develop a strong trust.

We have a strong focus on our school values (**Respect, Responsibility & Compassion**) and use these to guide students to make positive and strong choices with their behaviour, with our guiding questions:

- *Am I being respectful?*
- *Am I being responsible?*
- *Am I being compassionate?*

We use a restorative practice approach to resolve conflict. The most profound learning occurs when there is a healthy relationship between teacher, parents and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes. Just like any other area of learning, when developing self-regulation behaviours students need various approaches, interventions and supports depending on their developmental levels and understandings.

Acknowledging positive behaviours:

We acknowledge positive behaviours in a range of ways on an ongoing basis including:

- individual verbal recognition
- class verbal recognition
- feedback and positive acknowledgement
- communication with parents
- class based rewards
- whole class rewards.

Our response to undesirable behaviour:

Responses may be dependent on the developmental stage of the child and on the frequency and severity of the behaviour.

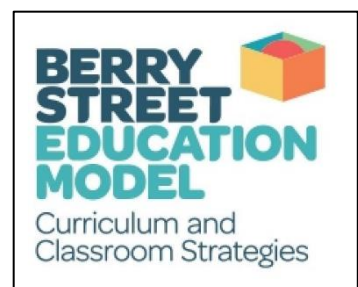
- Reminder(s)
- Logical consequences
- Communication with parents
- Counselling support
- Missed time out of class or yard (in an alternate class or in the office area)
- Reflection time
- Restorative conversations
- Formulation of a behaviour or safety plan
- Take homes

If behaviours are ongoing or severe in nature responses could include suspension or exclusion from school. A referral to our Regional Support Services will be activated where ongoing persistent behaviours exist. All our discipline policies and procedures are consistent with the Department for Education “School Discipline Policy”.

Berry Street Education Model

All staff are trained in the Berry St Education Model (BSEM) a trauma informed practice for schools. The model is designed with the following principles in mind:

- Strong relationships matter
- Teachers can make a difference
- Every lesson can be both academic and focused on wellbeing and growth
- Visible learning and stamina for learning are both vital for academic growth



- Safe and predictable structures and shared and consistent expectations are important for successful engagement in learning
- All students must have the opportunity to understand themselves and how they learn.

The BSEM framework and approach provides a lens for teaching and learning that links ‘trauma informed’ practices and positive psychology interventions and strategies to meet student needs and improve engagement in learning.

The BSEM curriculum is purposefully designed to support the development of students physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children. There are five domains covered in the BSEM curriculum: *Body, Relationship, Stamina, Engagement & Character.*



Attendance

At Felixstow Primary School we aim to create a positive, flexible and collaborative learning environment that encourages academic, social and emotional growth. To achieve this and gain maximum benefit from their schooling, we expect all of our students to attend school regularly and on time. During school

hours, teachers have duty of care and responsibility for students. As a part of this they have a **legal obligation** to ascertain reasons for student absence.

We work with parents to encourage attendance and participation to:

- provide a safe, success orientated and caring environment
- provide relevant learning programs for all students
- maintain accurate records of attendance
- ensure non-attendance is followed up through early intervention
- develop strategies to resolve attendance difficulties.

Parent Responsibilities:

- getting children to and from school
- keeping children home when they are ill
- informing the school of the reasons for a student's non-attendance.
- where possible make appointments outside of school hours
- contacting the school if they know of a reason affecting school attendance
- ensuring that home and emergency phone numbers are up to date
- signing students in and out from the office when late or leaving early
- work with the school on intervention strategies to improve attendance.

If you are aware your child will be absent for a period of 3 days or more an exemption must be applied for and signed by the principal prior to the absence.

Situations where it is acceptable for a child to miss school include times when the:

- child is too sick to leave the house
- child has an infectious illness such as gastroenteritis, chicken pox or measles
- child needs to attend medical or dental appointments that could not be made out of school hours
- school principal is provided with a genuine reason that prevents the child attending school
- child has been granted an exemption from school
- child has been sent home or suspended from school for disciplinary reasons.

If a student is absent due to reported illness for three or more consecutive days a medical certificate is required.

Informing school about your child's absence:

It is important to notify the school of your child's absence and the reason for it, please do this using the Eform located on the Skoolbag App.

Refusal to attend school:

A child's refusal to go to school can be very distressing both to parents and the child. Non-attendance can take different forms. If you have difficulty with your child attending school you should immediately contact the school to seek help. You can discuss your concerns with your child's teacher, or the school Principal.

Lateness:

Lateness can just as equally effect students over a period of time. It is important to make every effort to get students to school by 8.50. We recommend arriving 10-15 minutes before this to allow student time for play and organisation. The morning is an important part of the day with discussions about plans for the day, changes for the day, and a time for social catch up and community building within the



classroom. If there is a continued pattern of lateness staff will discuss ways to support you and your child and if deemed appropriate a *Lateness Improvement Plan* will be developed in collaboration with families.

ATTENDANCE PROCESSES

There are 365 days per year and 200 school days minus 5 closure/pupil free days = 195 school days. This leaves 170 days with family at home.

The following table outlines the actions staff are legally obligated to follow should there be an attendance concern:

	% attendance	Number of days per yr attended	Number of days absent per year	Number of days absent per term	Actions
Good	>95%	185 days +	Maximum 10days absent/school year	2 days per term	
Worrying	91 – 94%	176 - 184	11 – 19 days absent per year	3-4 days per term	Discussion with family
Serious concern	<90%	<175 days	20 school days or more absent per year	5 or more days per term	Attendance improvement plan implemented in discussion with family
Referral activated	< 85%	<165 days	>30 days absent per year	7 days or more per term	Referral to Dept for Education Attendance Officer

ABSENCE CODE	Reason	Explanation
I	Illness	Illness prevents a students attending – note, message or phone call from family regarding medical condition required
C	Ill with Certificate	Verified by a doctor’s certificate or health professional’s communication.
F	Family	Absence for family, social or cultural reason (not family holiday). A pattern of regular use of this code may indicate need for intervention
U	Unexplained	Absence without explanation by family or school.
LATENESS CODE		Explanation
L	Late	After the bell & before 11.10am
M	Morning	after 11.10am
A	Afternoon	leaving before 1.40pm
E	Early	Leaving after 1.40 & before bell

Minutes late per day	Equates to days of teaching lost in one year	Which means this number of lessons missed
5 mins	10 Days	17 Lessons
10 mins	7 Days	35 Lessons
15 mins	10.5 Days	52 Lessons
20 mins	14 Days	70 Lessons
30 mins	21 Days	104 Lessons



General Information

Communication:

We encourage open and honest communication on an ongoing basis. There are a range of ways to find out what is happening at FPS, our main form of ongoing whole school communication is via the **SkoolBag** App. Communication also happens through newsletters, notes, email, website, the school Facebook page and meetings. Classroom teachers use **Seesaw** to share ongoing learning of students. We encourage families to speak with staff members at any time regarding questions or concerns and to support each other with keeping informed about school business. Communication is expected to be undertaken with our school values kept in mind, **Respect, Responsibility** and **Compassion**:

Respect

- Be aware much time is taken to collate and share information
- Some decisions just have to be made and information will be shared as soon as it is able

Responsibility

- *Staff/Principal:*
 - To distribute information through the above forums in a timely manner
 - To attend as required
 - Be available to answer questions
- *Community:*
 - Read distributed information
 - Attend
 - Ask questions if unsure
 - Go direct to the source

Compassion

- Have thought for others when distributing and sharing information
- Be aware that each person hears and understands information differently depending on their own understandings, knowledge and awareness.

Newsletter:

Our newsletter, which comes out three times per term (week 3,6,9), is delivered using the Skoolbag App. It is also available on our website and in hard copy at the front office.

Assembly:

Every third Friday morning at 10:30am we hold assembly. This is an opportunity for students to share notices and celebrations of learning. It provides students with an opportunity to share their in school and out of school learning on an ongoing basis with the whole school (eg music students might perform a song, a class may share some class learning, individual students may share an achievement or a project they are working on etc).

Brain Breaks:

Every class participates in brain breaks and movement breaks during the day where students are encouraged to have a small healthy snack (eg fruit, cheese, vegetables) and move around (eg just dance, interoception activities, group games, move to learn, brain balance activities). Students are encouraged to have a bottle of water they can sip on throughout the day.



Parking and drop offs:

Parking is available on both sides of Briar Rd adjacent to the school. Students can be dropped off by driving in Gate B and allowing students to alight from the car near the kitchen. This is a **NO PARKING AREA**. Cars are not able to park in the staff parking areas or the Regional Office parking areas. We encourage families to enter via our front gate and oval gate wherever possible. Student safety is of utmost importance when arriving and leaving school grounds. Please ensure you are following road rules and directions. As a community it is expected that we will be role models to our children and to others.

Emergency Contacts:

It is vital that emergency contact information is kept up to date at all times in case of emergency. Please ensure any changes to phone numbers, addresses or email contacts are disclosed to the front office as soon as possible to ensure details are updated on the school system.

Mobile Devices: (eg mobile phones, ipods, ipads):

We encourage students to leave mobile devices at home. Students and parents can contact each other if required via the school phone number. We understand some older students who travel to and from school on their own (eg bus or walking) may require a phone for safety reasons. In these cases, students are asked to hand in their phone for safe keeping to their class teacher at the beginning of the day and pick it up at the end of the day.

Medical Information

It is vital that all medical information is kept up to date. We have Senior First Aid officers on site who monitor medical information and needs of students. The majority of our staff hold first aid certification including asthma and Epi Pen training.

- **Allergies /Anaphylaxis:** If your child has allergies or anaphylaxis a **health support form** must be completed by a doctor and supplied to the school. This needs to be reviewed annually or in the case of any changes to the plan. Medications such as Zyrtec/Epi Pens must be in date and replaced prior to expiry. All staff will be alerted of such allergies. All medications and details will follow students when they leave the school (eg walks or excursions).
- **Asthma:** If your child has asthma an asthma **health support form** must be completed by a doctor and supplied to the school. This needs to be reviewed annually or in the case of any changes to the plan. A Ventolin puffer must be supplied to keep on site at all times. Disposable spacers are used by the school so spacers are not required. Ventolin must be in date and replaced prior to expiry. Unless stated otherwise on the health support form the standard 4x4x4 treatment will be administered.
- **Infectious diseases:** The Communicable disease index on the SA Health website has a full list of infectious diseases that require a student to stay at home and recommends if a period of exclusion is required.
- **Head Lice:** If your child has live headlice they must not attend school until treated appropriately. If you detect head lice on your child please contact the school to let us know so we can arrange a note home to other families to check their child. This information is kept confidential.
- **Medication/antibiotics:** Where possible antibiotics should be taken at home. (eg 3 times per day can be morning, straight after school and before bed). If required at school antibiotics must be in the original box/container and have prescription label affixed clearly stating the child's name and dosage required. A form must be filled in to allow administration of medication (available from front office). We are not able to administer any medication, including Panadol, without a prescription or health plan from a doctor.
- **Gastroenteritis:** If a child is displaying symptoms of gastro (including vomiting and diarrhoea) they must remain at home for 24 hours from the time symptoms cease.

Policies

Dress Code:

All students are encouraged to wear a school top every day and are expected to have a school top to wear on all excursions and when representing the school (eg sport teams).

We expect students to be dressed appropriately for active learning and play. Clothes need to be sun smart (covered shoulders, hats). Students need sturdy shoes eg sneakers or sandals (no thongs or slip ons). In colder or wet weather students should have a jacket and appropriate closed shoes. School tops, jumpers, jackets and hats are available for purchase via the front office.

Hats:

“Sunsmart hats” (broad brim, legionnaires, bucket styles) are required to be worn all year apart from the winter months of June, July and August. Orange school bucket hats are available from the front office for \$10.



Healthy Food:

Lunch orders are only available on THURSDAY of each week and must be placed by 8am that day. Lunches will then be delivered to FPS prior to the first break. To register and place an order please visit <http://www.schoollunchonline.com.au> and register your family and then follow the prompts to choose your lunch selection and place your order. You will need to register before you can view the menu. If you encounter a problem, or simply need a little help with getting started, please contact School Lunch Online for help at hello@schoollunchonline.com.au

As a school, we encourage healthy choices and follow the Department for Education Right Bite and Healthy Eating Policy. This policy classifies food into 3 categories according to their nutritional value. Families are encouraged to follow these guidelines when considering lunches and snacks for students.

Green foods

Green category foods and drinks are the healthiest choices. Families are encouraged to provide as many choices as possible from this category.

Amber foods

Amber category foods and drinks are more processed with some added salt, sugar or fat. Families are encouraged to select carefully from this category.

Red foods

These foods and drinks are highly processed, energy dense and nutrient poor. These are banned from sale in government school and we discourage these foods being provided to students as part of their daily lunch or snacks.



More information about the Right Bite policy can be found at:

https://www.decd.sa.gov.au/sites/g/files/net691/f/easy_guide_to_healthy_food_and_drink_supply_in_sa_schools_and_preschools.pdf

Allergy and Nut Awareness:

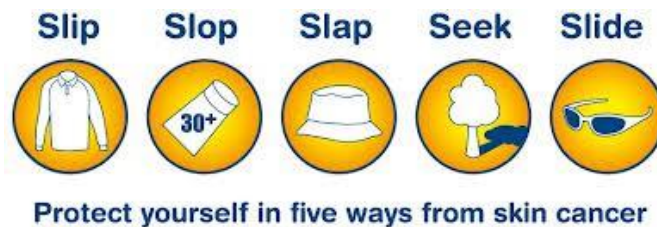
The Department for Education requires schools to promote and construct learning environments that are safe and supportive. Students and staff may have anaphylactic (severe allergic) conditions, that include nut allergies. This means that exposure at school may constitute a risk to their health and wellbeing.



It is not possible to guarantee that the environment will be completely free of potential hazards therefore we are not a 'nut-free zone', however, compliance to reasonable guidelines and education will minimise the potential risks.

Sunsmart:

All Department for Education sites must implement a sun protection policy. Sites are required to practice sun-safety strategies to minimise the risk of sunburn, heatstroke, skin cancer or related illnesses. We will also be encouraging students to wear hats throughout the winter months when the sun is out and the UV index is high. This is just a good habit to get into! We encourage families to apply sunscreen before coming to school on days with UV above 3. Families can provide sunscreen for students to reapply during the day that can be kept in student's bags.



Hot/Wet weather:

Students generally go out to play in all except extreme weather. Students are expected to wear weather appropriate clothing. When the temperature is over 36C, or in heavy rainfall, students stay inside in the air-conditioned and heated building. There is an inside play plan for these occasions.



Code of Conduct

As a community member of FPS, it is essential that everyone follows the following responsibilities: When on the property of the school, attending events and in all dealings, including phone and email contact it is expected community members will:

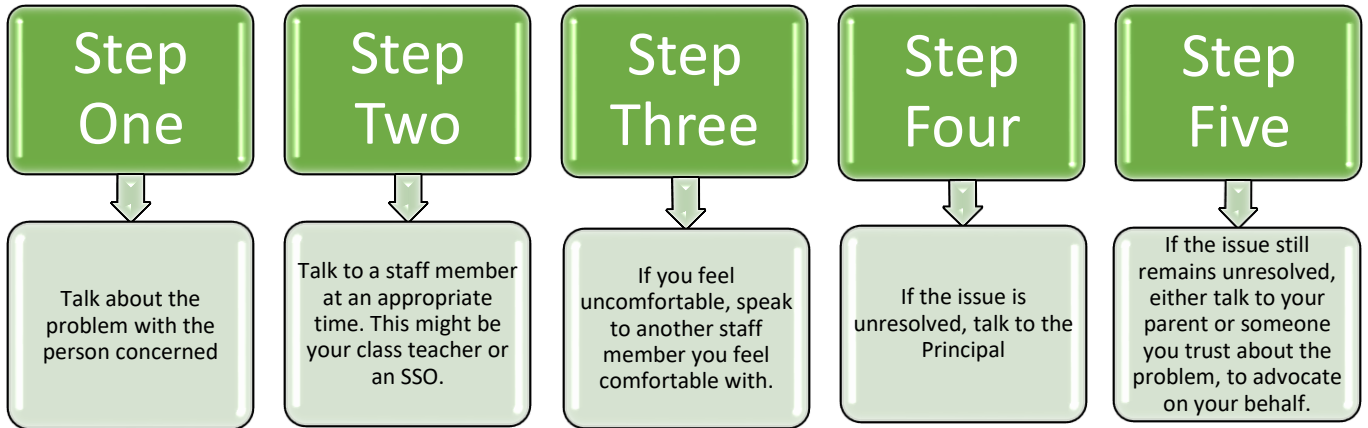
- demonstrate our school values at all times
- maintain respectful relationships with staff members, students and other families
- raise all concerns, issues and problems in accordance with the school's documented grievance procedures
- refrain from impolite, abusive or offensive behaviour or language towards staff, students or other families
- be respectful of the school's environment
- respect the professional boundaries of staff
- respect cultural differences of staff and other families
- arrive and collect children on time
- be aware of school policies and guidelines and seek clarification of how these policies are interpreted when necessary
- not be adversely affected by alcohol or other drugs
- not smoke on or near premises
- report any faulty equipment or unsafe procedures that come to your attention to a staff member.



Grievance Procedures

Student Concerns:

All students are taught how to follow up on any personal concerns or issues they may wish to raise by following a grievance procedure. Below is the steps a student should take to follow up a concern. Students should always be encouraged to talk to a staff member, parent or caregiver about any concerns they have at any time.



Parents can support students to follow these procedures by discussing them with their children so they can better understand them and how to use them.

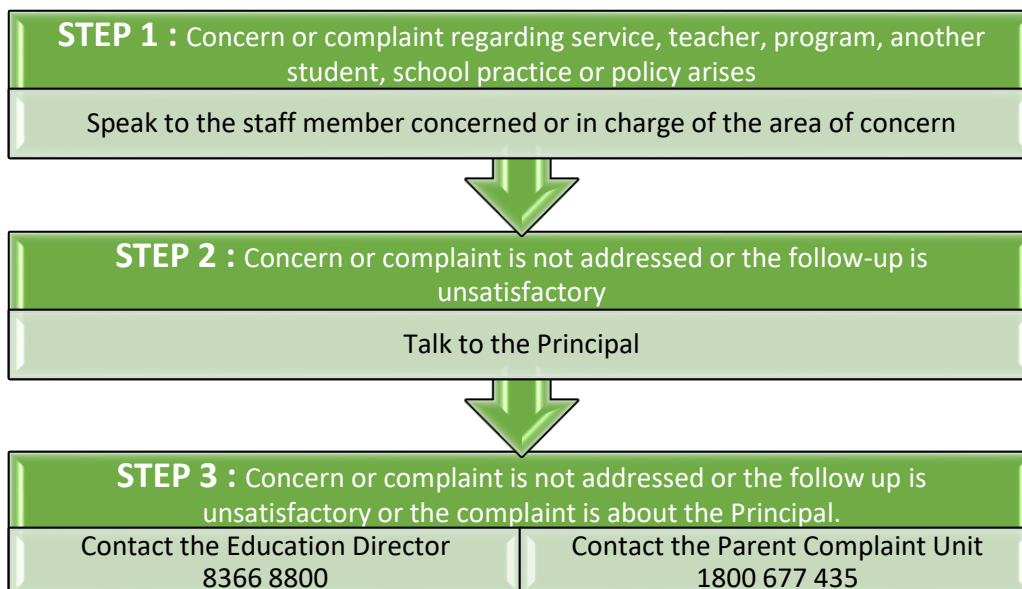
Parent Concerns:

At Felixstow Primary School, we welcome the discussion of concerns in a responsible and constructive manner. Please consider the following when you have a grievance:

- Grievances are to be kept confidential.
- At times, you may want to seek support from others however it is important this is done privately and respectfully.
- Our school values of **respect, responsibility and compassion for self, others and environment** should be demonstrated throughout the process of following up on a concern

Below is an outline of the steps to follow up a concern.

Please refer to the Parent Concerns Policy & procedures for further details.

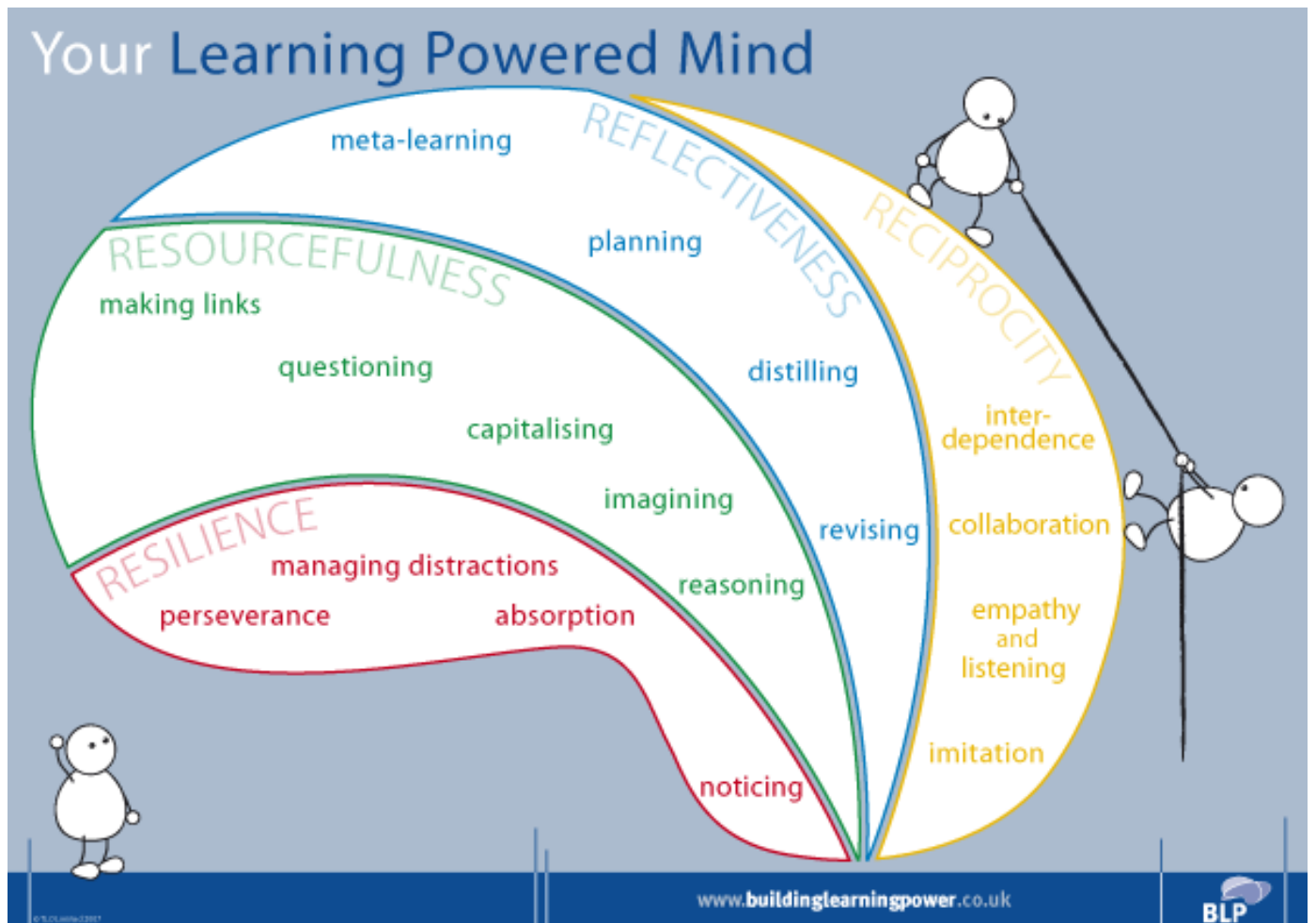


Appendices

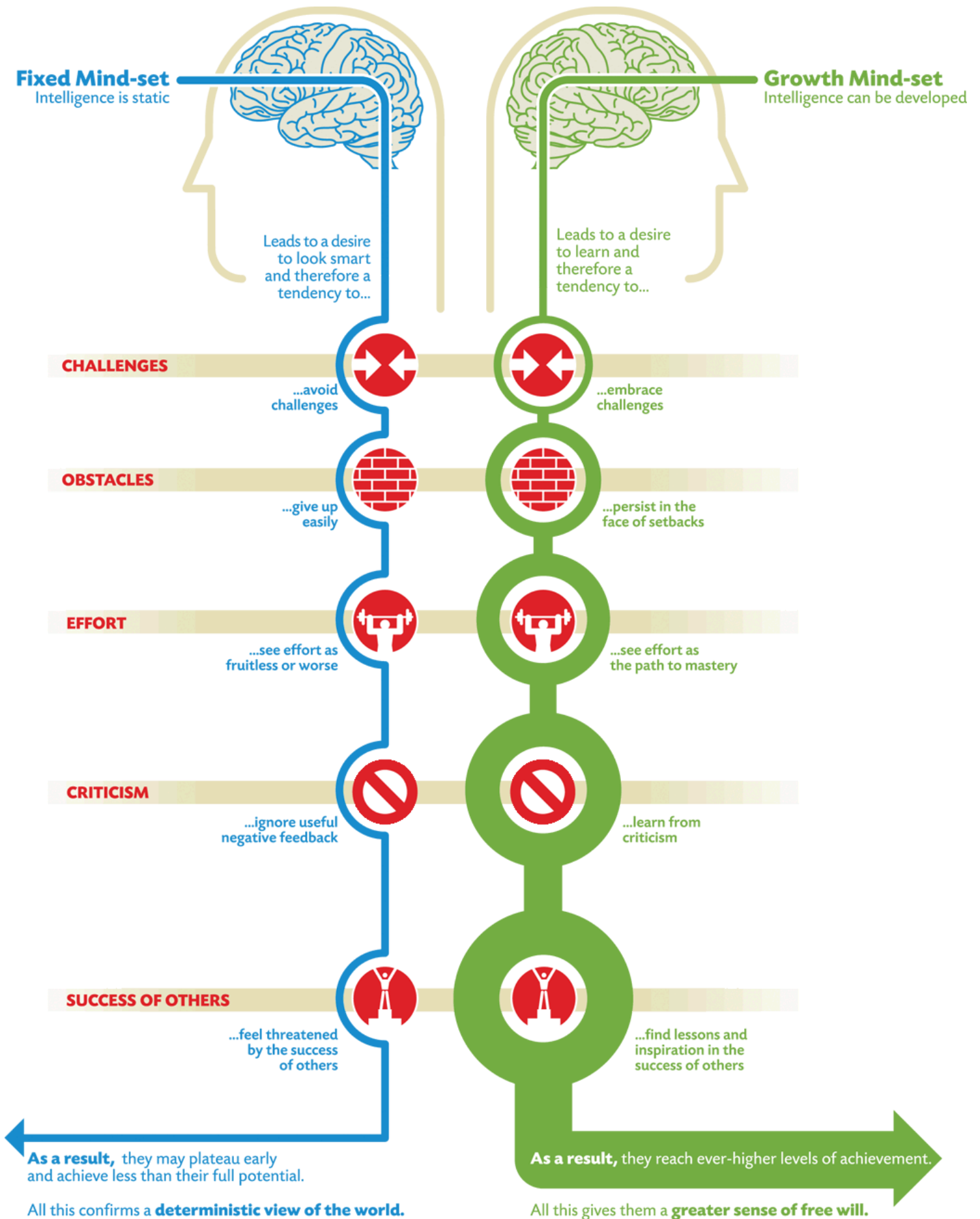
Appendix A: Guy Claxton: Building Learning Power

Appendix B: Carol Dweck: Growth and Fixed Mindset model

Appendix C: Michael Fullan: 6 C's (Global Competencies)



Appendix B: Carol Dweck: Growth and Fixed Mindset model



Appendix C: Michael Fullan: 6 C's (Global Competencies)

The 6 Global Competencies below support all children as they grow. Competencies are lifelong skills that prepare kids for any pathway they take in our complex world. All young people can develop the Global Competencies inside and outside of school.

