



TORRENSVILLE
PRIMARY SCHOOL

harmony respect achievement

Hayward Avenue, Torrensville
Phone: 08 8443 7355
DI.1285.info@schools.sa.edu.au



Government of South Australia

Department for Education and
Child Development

Transition visits for new receptions

At Torrensville Primary School we believe that it is important for families and their children to have a good beginning to their involvement with the school. This usually takes the form of a transition process. In order to best achieve this we have a transition policy that will ensure your child's transition will be consistent, smooth and hopefully successful.

All new receptions will have two visits prior to starting school. These will be late in term 4, on Friday mornings.

The visits will follow this format:

Visit 1:

9.00 am children and parents meet at the front office. Children are taken to their class rooms and remain there until 10.30 am when parents will collect them. Parents are invited to join the Principal for coffee in the staffroom.

Visit 2:

Parents drop children in the classroom and return at 11 am.

Parents are welcome to stay from 9 until 9.30 to chat with their class teacher. Children will need to bring recess and a drink.

Families will be sent a letter outlining these visits at least two weeks before the transition begins.

Students will commence school on the first day of term 1 at 8.50 a.m.

General Information

The school day at Torrensville:

8:30 am _____ 1st bell – Yard supervision begins

8:50 am _____ 2nd bell - Lessons begin

11:10 – 11:20 am _____ Recess eating time

11:20 – 11:40 am _____ Recess play time

1:10 – 1:20 pm _____ Lunch eating time

1:20 – 2:00 pm _____ Lunch play time

3.10 pm _____ End of day, children dismissed. Yard supervised until 3.30pm

3.25 pm _____ Final bell indicates yard is no longer supervised

Early Dismissal at 2:10 pm on the last day of each term.

Term Dates

	Term 1	Term 2	Term 3	Term 4
2016	1 Feb - 15 Apr	2 May - 8 Jul	25 Jul -30 Sep	17 Oct - 16 Dec
2017	30 Jan - 13 Apr	1 May - 7 Jul	24 Jul - 29 Sep	16 Oct - 15 Dec

Dropping off and collecting your children

Parking is available in Hayward Ave. and North Pde. For dropping off and collecting your children. The car park at the front of the school is for our staff members and visitors to the school, so we ask that you not use this space, as it can be very congested and is unsafe for children.

Enter the building using the side and rear doors once the 8.45am bell has sounded.

Collecting your child early

If you need to take your child out of school early, for an appointment for example, please come to the front office to sign them out and some one in the office will give you a pink slip to give to the teacher.

If your child is going to be away from school or late, please give us a call in the morning so that we can inform their teacher and the roll can be marked accordingly.

NUT AWARE SCHOOL

At Torrensville we have a number of children with nut allergies, some severe. We ask that you respect this and refrain from placing nuts/nut products in your child's lunch box.

General Information - *continued*

Making payments

When making payments to the school for excursions etc. you can forward the money in a clearly labelled, sealed envelope via your classroom money bag, just ask your child's teacher.

Feel free to come and see Tracy (our Finance Officer) in the front office with larger amounts.

Unfortunately we cannot offer Eftpos, we can however take credit card payments through an online payment system called "Bizgate", just ask for details in the front office. Payments can also be made by cash or cheque.

Hot/Wet Weather

If the current temperature is 36 or above, children will remain inside during their lunch break.

During wet weather children will remain inside or under sheltered areas.

Contact details

It is very important that we have accurate and up-to-date contact details on file. If your child becomes ill or has an accident at school, we will need to contact you as soon as possible. If at any time your details, or your emergency contacts details change, please let us know.

School Contact details

Phone 8443 7355

Fax 8234 2491

dl.1285.info@schools.sa.edu.au

Out of School Hours Care - 8354 0837

Uniform Price List

School colours are navy & gold

Hats- broad rimmed & legionnaires	\$8.80
Polo top- navy with gold stripes on collar	\$18.00
Long sleeved polo top- navy with gold stripes on collar	\$20.00
Polo top year 7	\$20.00
Windcheater- navy polo style	\$17.00
Shorts- rugby & cargo styles	\$16.50
Cargo Pants	\$20.00
Track Pants (small sizes double knee)	\$20.00
Summer dress- blue & white checked	\$17.60
Hair Scrunchie	\$0.50

(Prices include gst)

Dress Code

We believe that a school *Dress Code* contributes to:

- Whole school unity and individual feelings of self worth through such unity.
- The provision of a supportive school environment by reducing levels of competitive dressing.
- The realisation of social justice by relieving parents of pressure to purchase high cost brand name clothing for school wear.
- Positive visibility of Torrensville Primary School in the wider community.

Therefore we will support the wearing of school uniform and conformity with a dress code by:

- Positive staff and community support for school uniform and the dress code.
- Taking steps to eliminate dress based harassment.
- Inclusion of a range of non-brand named clothing in the dress code.
- Regular review of the dress code in consultation with students, parents/caregivers and staff.
- The yearly provision of an exclusive "class of...." garment for year 7 students.

Student *Dress Code* is the same for boys and girls and includes any navy blue and/or yellow clothing, therefore the *Dress Code* includes the following in school colours:

(no large brand names or logos on any items)

Tracksuits	Navy TPS Hat wide brim or legionnaires (compulsory)
Polo and T.shirts	Neat navy shorts or pants/trackpants
Rugby Tops	Dresses [navy or blue/white check]
Bike Shorts	Pinafore (by special order, inquire at office)

The following items are available for purchase at the front office:

T.SHIRTS – Navy body with Torrensville neck print/Polo shirt, navy with gold collar	TRACK PANTS – Navy. Elastic waist. Ribbed calf and side pocket
SHORTS – Navy corded elastic waist, side pockets/Cargo Shorts corded elastic waist.	CARGO PANTS – Navy. Corded elastic waist with 5 pockets.
HATS – Navy - Wide brim and Legionnaires – Blue with TPS on front	DRESSES – Summer-Blue/white check
JUMPER – Navy with collar - Torrensville printed down one side.	Year 7 Personalised Jumpers - new design each year

Material & Fees

All parents of students at Torrensville Primary School are asked to pay annual fees as set out in the table enclosed. Fees for the full school year (2014) are \$230.

Why do we pay Materials and Services Charges [school fees]?

The school fee is a composite fee for materials and services to provide your children with their initial stationery. For example art and craft materials, text books, library books, physical education equipment, maths resources, computers and other educational resources that they will need to use and have access to in the course of their learning programs.

Term 1 enrolments..... **\$270**

Term 2 enrolments..... **\$202.50**

Term 3 enrolments..... **\$135**

Term 4 enrolments..... **\$67.50**

School Card

Apply through the school for approval to be part of the Government assisted School Card Scheme. Families eligible for School Card are not required to pay any gap between the Materials and Services Fee set by the school and the School Card allocation.

What is the School Card Scheme?

The School Card Scheme is means tested and it provides financial assistance from the government to ensure that all children are able to access a good education. The School card allowance is not paid to parents – it is paid directly to the school to cover materials and services.

How and when can we apply for School Card?

Families will need to complete forms available at the front office at the beginning of each year.

To provide your children with the best education we can and to make next year's school budget balance, we need ALL families to make arrangements for fee payment. Your financial support is essential support for your child's schooling.

Payment for excursions, performances and coaching clinics

Throughout the year the teachers will plan these activities as part of the class program and then let you know ahead of time the costs and benefits associated with your child's participation. The money must be collected at least 2 weeks prior to each activity to ensure that costs are met, wherever possible.

Payments must be enclosed in a sealed envelope with all details enclosed or printed clearly on the front. Students pass on their payments to their classroom teacher who will send a money pouch to the front office. Receipts will be issued and sent home via the diaries.

What method of payment will you be choosing to use?

We can accept cash or cheque and can also offer credit card payments through an online payment system called Bizgate. Just ask at the front office for instructions.

Gifted Learners

At Torrensville primary school, we believe that all students need to be supported and challenged in order to reach their full intellectual potential. We also believe that differentiation needs to occur for some learners to achieve success.

Torrensville Primary School provides expertise in the implementation of a Thinking Skills curriculum to benefit all learners, as well as strategies to support the needs of Gifted Learners.

The school allocates additional resources to support referral & identification procedures, professional development of local, interstate and international teachers, and the development of a range of teaching and learning programs

The Thinking Skills Curriculum is based on research from a number of experts in the field eg Gardner, Ryan, Bloom, Pohl. The school has devised a 'Thinking Skills Scope & Sequence to provide a framework for the explicit teaching of thinking skills across year levels.

Gifted Learners are catered for through a variety of strategies including:

- Thinking skills curriculum
- Classroom enrichment activities that incorporate higher order thinking and problem solving.
- Comprehensive extra curricula programs
- Development of an Individual Education Plan for highly gifted learners.
- Subject acceleration
- Interest/ ability grouping
- Early entry to school and year level acceleration
- Competitions & special challenges

Identification and referral procedures

For Pre-school learners

A professional assessment is required to identify learners as gifted. Parents may seek private psychological assessment or be referred to a DECS 'guidance officer' for assessment. Children identified in the highly gifted range are entitled to early entry to school.

For Primary learners

At school, students identified as gifted learners are categorised according to overall IQ scores. They are

120-130	mildly gifted
130-140	moderately gifted
140-160	highly gifted
160+	profoundly gifted

School testing occurs for students (not already identified as gifted) using a Raven's Standard Progressive Matrices Test in year 2 and using the Raven's Coloured Progressive Matrices Test in year 5.

Formal Testing Procedures

Students may be referred for formal testing by trained staff using the Slosson's Intelligence Test.

The school can also refer students for psycho-educational assessment by DECS Guidance Services. Parent consent is required for both procedures.

Other Services

Newsletter

A newsletter is uploaded to the Skoolbag App and website every second Thursday. In an effort to use less paper and consumables we encourage you to view the newsletter on line. Please inform the office if you would like a hard copy. The newsletter contains vital information so please ensure you read it each fortnight each fortnight.

Support Services

The school has limited access to the services of:

Speech Pathologists and Guidance Officers

Where additional support is considered necessary parents will be consulted. Every effort will be made to provide the support considered necessary for children.

Before and after School Care

Out of School Hours Care is available at Torrensville Primary School. This is operated by the School Council through a parent user sub-committee.

It is open from 7.00 - 8.30 a.m. and 3.10 - 6.00 p.m. Monday to Friday.

Vacation Care is also available during school holidays. For further information regarding this service, contact the Director, Alicia, during the above times on 8354 0837.

School Dental service

Dental services for school age children are available by contacting the Marlestone Dental Clinic on 7501 6700.

Sport

Swimming

Students in from reception to year 5 have the allocated number of swimming lessons for their year level in Term 1, at Thebarton Aquatic Centre. Year 6/7 students may do Aquatics instead.

Sports Day

Our sports Day is held every year. The term that Sports Day is held may change from year to year as may the format of the day.

Sports

Other sporting teams are offered depending year by year on availability of coaches, managers, transport etc. Currently we have soccer, football, cricket, netball, volleyball and basketball teams.

Physical Education

All students are involved in daily fitness, and skills lessons, as part of the curriculum.

Coordination

At Torrensville we offer a Coordination programme targeting gross and fine motor skills. A School Support Officer and adult volunteers run the programme for two 30 min sessions per week. The ratio is usually 3 children to an adult. The program runs for approximately 10-20 weeks.

The aim of the programme is:

- ⇒ Improve and develop fine and gross motor skills.
- ⇒ Improve and develop confidence.
- ⇒ Help and improve listening and concentration skills needed for classroom activities.
- ⇒ Help and develop skills to form friendship groups.

All new reception children are tested 3 to 6 weeks after starting school, using the S.A.M. test.

This test focuses on the following:

- ⇒ Balance
- ⇒ Bouncing and catching
- ⇒ Jumping
- ⇒ Hopping

We will contact you if your child is selected to participate in the program.

South Australian research has shown early intervention has a positive effect on student's gross & fine motor skills, building strong social and emotional well being qualities.

Some children need only to attend sessions for a short time.

Torrensville Primary coordination programme is available due to dedicated volunteers.



Homework

Members of the Torrensville Primary School Community believe that homework can assist students to develop independent learning skills. These skills include:-

Effective time management
Appropriate and focused research into a variety of topics
Organising and maintaining materials
Reading for interest and enjoyment

We also believe that homework can help to involve parents in their children's learning by looking at what students are doing and by providing some individual attention. Homework can be a valuable means of revising the day's work, completing exercises or assignments and practising reading.

It is important to remember that a student's time away from school is for them to develop and follow their own interests and to relax.

When setting homework, teachers consider:

The age of the student
The ability of the student
The support that they will receive at home
The amount of work currently being undertaken by the student
The resources available to the student to work at home

Teachers will inform parents of their Homework expectations early in the year and by the Acquaintance Night in Term 1. Parents should discuss homework with their child's teacher as soon as possible and indicate the level of support that will be available for homework to be completed to a satisfactory level.

Suggested Homework schedule:

Reception to Year 2	5-10 minutes per night
Years 3-5	Up to 30 minutes per night
Years 6-7	Average of 30 minutes per night [or equivalent over the week]

Please note the following:

HOMEWORK *Is not set for weekends*
Does not include any new work
When set, will be checked by the teacher
May not be set every night of the school week.

Parents/caregivers wishing to seek exemption should notify the class teacher in writing.

Endorsed by Governing Council
Review date: Term 2, 2003 on 20/6/01

Sun Smart Policy

- Outdoor activities will be held in areas of shade whenever possible.
- Teachers will schedule outdoor activities before 10 a.m. and after 2 p.m., (11 a.m. and 3 p.m. daylight saving time) whenever possible.
- Senior staff will negotiate whether children will go outside to play at recess or lunchtime if the temperature is forecasted 36 degrees or over.
- Outside play equipment will be shaded wherever possible.
- Staff will be encouraged to act as role models by practising Sun Smart behaviour:
- Wearing protective hats and appropriate clothing for all outdoor activities, especially when on yard duty
- Using SPF 15+, broad spectrum, water resistant sunscreen
- Seeking shade whenever possible

Our School Will:

- Ensure that school hats are appropriate and satisfy the Anti-Cancer Foundation guidelines.
- Ensure that adequate shade is provided at sporting carnivals and outdoor events.
- Provide SPF 15+, broad spectrum, water-resistant sunscreen for staff and student use, whenever possible. These will be purchased by the school and kept in each classroom.
- Incorporate programs on skin cancer prevention in the curriculum.
- Reinforce regularly the Sun Smart Policy in a positive way through newsletters, parent meetings, student and teacher activities.

When Enrolling A Child, Parents Will Be:

- Informed of the Sun Smart Policy.
- Requested to purchase a school hat or provide appropriate hat for their child's use.
- Encouraged to provide SPF 15+, broad spectrum, water resistant sunscreen for their child's use.
- Encouraged to practice skin-protective behaviour themselves.

Sun Smart Policy

RATIONALE

Australia has the highest incidence of skin cancer in the world with 140,000 new cases and 1,000 deaths recorded each year. There are four factors, often occurring simultaneously, which contribute to these statistics.

1. The population is predominately fair-skinned
2. Ultraviolet light from the sun is of a sufficient intensity to induce skin cancer in this susceptible population.
3. For most of this century, social values have supported the belief that a suntan is healthy and attractive.
4. Lifestyle, work, school and recreational habits expose people to the sun for long periods.

Sun damage, including skin cancer, is the result of lots of exposure to the sun. Much of the damage occurs during childhood and adolescence (0-18 years). Research suggest that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing.

Most skin damage and skin cancer is, therefore preventable. Primary schools can help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the school community to take effective skin-care measures.

Aims of the Policy

- The aims of the Torrensville Primary School Sun Smart Policy are to promote among students and parents:
- Positive attitudes towards skin protection
- Lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths
- Personal responsibility and decision making about skin protection
- Awareness of the need for environmental changes in schools to reduce the level of exposure to the sun.

Implementation Strategies for Skin Protection

- This policy is for implementation throughout the whole year with particular emphasis in Terms 1 and 4. However, children will be required to wear a hat all year round.
- The purpose of the policy is to ensure that all children attending our school are protected from skin damage caused by the harmful ultraviolet rays of our sun.

As Part Of General Skin Protection Strategies:

- Children will be required to wear hats which protect the face, neck and ears whenever they are outside e.g. sport, sports carnivals, outdoor excursions and activities.
- Children will be advised to wear appropriate clothing e.g. no singlets or dresses without sleeves. Wet flannels are encouraged on extremely hot days and adequate fluid intake
- throughout the day is also important.
- Children who do not have their hats with them will play in an area protected from the sun.

"No hats no play."

Children will be encouraged to use available areas of shade for outdoor play activities.

Curriculum

At Torrensville Primary School children are given the opportunity to develop the following essential skills and understandings:

Communication skills

- Social skills - planning and design skills
- Environmental skills
- Mathematical skills
- Technological skills
- Health and Safety skills
- Work skills

These skills and understandings are within the following areas of study:

- English
- Mathematics
- H.A.S.S. (Humanities and Social Sciences)
- Health and Personal Development
- The Arts
- Science
- Technology
- Language Other than English (Greek)

It is Government policy that all children in South Australia learn at least one language other than English. A Greek teacher (Jenny Stavropoulos) is employed to teach all students.

Other languages taught at Torrensville are:

- Mother tongue language development for Greek

Parent Participation

Introduction

- Our community represents a wide range of cultures, life-styles and family settings.
- We value the wide variety of experiences that the children and community bring to the school.
- We offer a supportive learning environment.
- We aim to improve educational outcomes for all students.

Statements

Parents are encouraged to help make decisions about their child's education.

Parents will be informed by teachers of the content of the curriculum being taught to our students.

Supporting your school child

The following are some ways you can be involved in the school and or your child's education. We understand that some parents are unable to help in the classroom and whole school but you will be able to help with ideas at home.

At Home

Parents are encouraged to:

- talk positively with children about school
- read with children
- read newsletters
- read and sign diaries as teachers ask
- read assessments/reports
- help with homework e.g. encourage and support, give children a quiet space.

In the Classroom

Whenever possible come to:

- class information evening
- parent-teacher interviews in areas requested by teacher - reading/writing conference, social
- support class outings e.g. suggestions, attendance.

Whole school

- support special programs e.g. Greek, Art
- attend school functions e.g. open day, sports day, working bee
- work in library
- attend workshops
- provide sports coaching/transport
- look after and be proud of our school
- support our O.S.H.C. [out of school hours care] e.g. use, promote in community.

Whole School decision making

If you would like to be involved these are ways you can:

Governing Council:

Parents & Friends (Fundraising), Finance, Grounds & Facilities, Out of School Hours Care Committee

Health & Safety - *continued*

INFECTIOUS DISEASES

Recommended minimum exclusion periods from school are:

<u>Disease</u>	<u>Exclusion Period</u>
Chicken Pox	5 days from onset of rash
Measles	7 days from onset of rash
Mumps	10 days from onset of symptoms
Rubella (German Measles)	5 days from onset of rash
Scarlet Fever	Until treatment effective and a medical certificate of recovery is produced
Whooping Cough	4 weeks unless medical certificate of recovery is produced
Hepatitis	Until medical certificate is produced
Foot and Mouth	Until blisters are dry (4-6 days)
<u>Common Skin Infections</u>	
Impetigo (school sores)	Until effective medical treatment carried out
Ringworm	Until effective medical treatment carried out
<u>Insect Infestations</u>	
Head lice	Until effective medical treatment carried out
Scabies	Until effective medical treatment carried out

For further information about infectious conditions please contact the school office, your doctor or the Public Health Department.

Health & Safety

ACCIDENTS/EMERGENCY CONTACT CARDS

What happens if my child is involved in an accident?

If an accident happens every effort will be made to contact you or the emergency contact person that you nominated at enrolment.

It is very important you provide up-to-date information about where you or another person who can care for the child can be contacted.

We have qualified First Aid people who treat all injuries. In the case of a serious accident, an ambulance will be called immediately.

MEDICATION

Our procedures are for the protection of all children and staff.

All medication will be stored in a locked cupboard located in the First Aid room.

When sending medicine to school, parents/caregivers are required to fill out a pro forma located in the office to **clearly** indicate the following information:

Name of student and class	Time medication is required
Name of medication	Dosage
Date medication is brought to school	

When your child needs to take their medication, it is their responsibility to go to the office. We keep records of all medication given.

If your child requires medication for a short time, e.g. a dose of antibiotics this can be managed at home by 1st dose at breakfast 2nd dose after school 3rd dose before bed.

Long term medication requires a letter from your doctor giving us clear directions for the taking of such medication.

These procedures apply to all medication including "puffers". If your child has a puffer at school, or bee sting tablets etc., a Medication Authority is to be filled out by parent/guardian and your General Practitioner.

We believe the above procedures will ensure the safest distribution of medication at Torrensville in line with Education Department policy.

If you have any queries, please don't hesitate to contact us.

Communication home/school

At Torrensville we believe that communication between home and school is critical to promoting effective learning programs. We provide a number of opportunities for home/school communication.

These can include:

- Skoolbag App
- A communication book for students R-2
- A diary for students 3-7
- Good news calls
- Classroom "term overview"
- Home surveys
- School Newsletters – fortnightly
- Open nights
- Parent/Teacher interview information
- Class newsletter
- Assemblies

Diaries and Communication Book are used by families for communicating:

- Absences from school
- Queries/concerns to teachers
- Information to teachers of school time appointments
- Concerns relating to academic progress and behaviour management
- Positive achievements

By Staff for communicating:

- Positive achievements
- Concerns relating to academic progress and behaviour management
- Last minute reminders about events, programs, etc.
- Homework tasks
- Excursions

By students for recording:

- Homework, placing newsletters, excursion notes and general school correspondence
- Achievements highlights, concerns, points of interest

Grievance Procedures

At Torrensville we support the right of any member of the school community to have issues and concerns addressed.

STUDENTS	PARENTS	TEACHERS
<p>Arrange a time to speak to the person concerned</p> <p>Let the person know what you consider to be unfair</p> <p>If the grievance is not addressed let the person know you will be speaking to someone else</p> <p>Arrange a time to speak to someone in the school leadership team e.g. Assistant Principal, Principal</p> <p>International students may wish to refer grievances to the IES, if so the school will assist students to make contact</p>	<p>Arrange a time to speak to the person concerned</p> <p>Let the person know what you consider to be unfair</p> <p>If the grievance is not addressed let the person know you will be speaking to someone else</p> <p>Arrange a time to speak to someone in the school leadership team, e.g. Assistant Principal, Principal</p> <p>If you are still dissatisfied contact the Parent Complaints Unit on 1800 677 435</p> <p>If you are still dissatisfied you may wish to direct concerns to the Minister for Education</p> <p>Services outside the school you may wish to contact for advice or support could include:</p> <p>Interagency Referral Manager</p> <p>Aboriginal Legal Rights</p> <p>International Education</p>	<p>Arrange a time to speak to the person concerned</p> <p>If the grievance is not addressed speak to your line manager and ask for their support in addressing the grievance by speaking to the person involved.</p> <p>If the grievance has still not been resolved speak to someone in the leadership team.</p> <p>If you are still dissatisfied approach the Education Director who will try to assist you to resolve the situation.</p>

The usual procedure to be followed in addressing a grievance is, in the first instance, to approach the person with whom you have the grievance. However, if you feel you are unable to do this, the following is a set of guidelines you may wish to consider. It is important that these grievances are kept confidential.

Behaviour

At our school we aim to:

create a safe, caring, and productive learning community
 provide students with opportunities and support to experience success

To achieve these goals we expect students will:

EXPECTATIONS	RANGE OF RESPONSES TO INAPPROPRIATE BEHAVIOUR	RANGE OF RESPONSES TO APPROPRIATE BEHAVIOUR
<p>Learning</p> <p>Be prepared for lessons</p> <p>Participate in learning programs, on task. Complete tasks.</p> <p>Attendance</p> <p>Be punctual</p> <p>Attend regularly; explain absences</p> <p>Dress Code</p> <p>Be dressed neatly in school colours.</p> <p>Communication</p> <p>Communicate respectfully with other students, staff and visitors</p> <p>Movement</p> <p>Move in a safe manner in classrooms, corridors and around school buildings.</p> <p>Safety/Relationships</p> <p>Keep our environment free from all forms of harassment</p> <p>Respect for property</p> <p>Keep our environment free of graffiti, vandalism and theft</p>	<p>Make up time/work missed</p> <p>Communication with parents</p> <p>Student Development Plan to establish and monitor learning goals.</p> <p>Make up time/work missed</p> <p>Communication with parents</p> <p>Apology</p> <p>Communication with parents</p> <p>Time Out/Take Home</p> <p>Suspension/Exclusion</p> <p>Repeat the movement appropriately</p> <p>Time Out</p> <p>Grievance procedures</p> <p>Communication with parents</p> <p>Time Out/Take Home</p> <p>Suspension/exclusion</p> <p>Police contact</p> <p>Non-participation in future events</p> <p>Return/replace/repair property</p> <p>Communication with parents</p> <p>Police contact</p> <p>Suspension/exclusion</p>	<p>Positive verbal/written feedback from staff and peers.</p> <p>Positive communication with home.</p> <p>Presentation of awards/recognition at school assemblies.</p>

The responses made to irresponsible behaviour will depend on the frequency and severity of behaviours. When irresponsible behaviours are ongoing or severe a systems response may involve referral to regional support services e.g. Student Attendance Counsellor, Behaviour Support Team.