

Welcome to



DARLINGTON
K-7 School

“Developing Expert Learners”

INFORMATION PACK
2016/2017

9-11 White Crescent, Seacombe Gardens 5047.
Phone: 8296 3318 Fax: 8298 3672
Email: info@darlningtnps.sa.edu.au

WE WELCOME YOU AND YOUR FAMILY TO DARLINGTON SCHOOL.

We look forward to working with you and your child and together providing a stimulating learning environment. Your child's progress is important to us and by working together we can achieve the best possible learning environment.

Our school aims to provide a well balanced educational program which caters for each individuals intellectual, social, and physical development through an emphasis on the School's values of;

RESPECT, RESPONSIBILITY AND RESILLIANCE.

**2013 saw the initiation of the school's vision to *Develop Expert Learners*.
The intent is to ensure that when students exit Darlington School they do so as informed, resourceful and strategic learners, independently prepared for challenges and opportunities in their future.**

A Diagnostic Review of the Site in 2011 focused upon the following elements of the DIAF; "Focus on Learning", "Attend to Culture", "Set Direction" and "Shared Leadership". Recommendations from this review form the school's direction. To date, decision making, professional learning, performance development and consistent, contemporary teaching practice have been introduced to the school. Through the formulation of site and cluster Professional Learning Communities, implementation of the Australian Curriculum as a tool for consistent and rigorous planning has been achieved.

We are committed to:

- ◆ *Developing the Expert Learner*
- ◆ *Providing a rigorous and balanced curriculum*
- ◆ *Providing differentiated learning opportunities that cater to your child's needs*
- ◆ *Social justice*
- ◆ *Community participation and involvement*

Darlington is a Kindergarten to Year 7 School with a diverse and multi-cultural community. It includes an Intensive English Language Program for newly arrived students and a Children's Centre.

The Kindergarten and Children's Centre is situated near the Kurrajong Place entrance.

Classrooms are situated in 3 buildings which also include a Resource Centre, Music Room, Office, Out of School Hours Care (OSHC) facilities, a designated classroom for English as an Additional Language or Dialect (EALD) previously known as ESL and children with special learning needs. We also have a newly designed Cultural Learning Centre (CLC) for Aboriginal and Torres Strait Islander students and their families.

All classrooms have access to computer facilities and the Resource Centre uses computers in a Resource Based Learning Program.

In addition to programs in the basic curriculum areas children have the opportunity to benefit from:

- ◆ *A Co-ordinator of CURRICULUM and PEDAGOGICAL DEVELOPMENT R-7*
- ◆ *Specialist teachers providing support to students with English as an Additional Language or Dialect*
- ◆ *Specialist teachers and trained SSO's to support students with disabilities or experiencing learning difficulties*
- ◆ *A specialist Music Program*
- ◆ *An Instrumental Music program in a range of instruments*
- ◆ *Participation in Year 5 – 7 choir*
- ◆ *Specialist Physical Education and Health teacher*

You are most welcome to visit the school, via appointment, as often as you want, to discuss your child's progress. There are more formal occasions during the school year when specific time is set aside for progress reports or for you to take part in the "school life". We hope that you will be able to

participate in these activities. If there is anything which you think we should know about your child's development or learning needs please let us know as soon as possible.

Maybe you have some skills, which you feel you could share with the students? Please don't hesitate to let us know. We appreciate the assistance of parents, grandparents and friends.

TERM DATES 2016-2017

Third Term 2016	Monday 25 th July to Friday 30 th September
Fourth Term 2016	Monday 17 th October to Friday 16 th December
First Term 2017	Monday 30 th January to Thursday 13 th April
Second Term 2017	Monday 1 st May to Friday 7 th July

PUBLIC HOLIDAYS

Labour Day	Monday 3 rd October 2016
Adelaide Cup Day	Monday 13 th March 2017
Good Friday	Friday 14 th April 2017
Easter Monday	Monday 17 th April 2017
ANZAC Day	Tuesday 25 th April 2017
Queen's Birthday	Monday 12 th June 2017

Other Public Holidays occur in School Holidays

Student Free days and Closure days are notified with advanced warning during the year.

CONTACT NUMBERS

Darlington Primary School	8296 3318	Fax 8298 3672
Kindergarten/Childrens Centre	8296 2686	
Vacation/OSHC Program	8298 7915	
Email	info@darlingtonps.sa.edu.au	

SCHOOL TIMES

All children are expected to be punctual. Teacher supervision of the yard commences at 8.25 am. In the afternoon, the yard is supervised until 3.15pm.

Children should not arrive before 8.25 am or remain after 3.15 pm.

School Commences	8.45am
Recess	10:35 – 10.55am
Lunch	12.35 - 12:45 (eating) 12:45 – 1.25 (play)
Dismissal	3.05pm

ABSENCES / LATENESS

It is a requirement of the Department for Education and Child Development (DECD) that parents **must notify the school** if their child is **absent**. This can be done by phone or a note written to the teacher. When children are absent for a period of time the school will follow up with phone calls or a home visit.

Persistent absenteeism will be reported to the Attendance Officer.

Children arriving **late** must report to the Office and be accompanied by an adult or have a note to explain their lateness.

At Darlington School, we are committed to learning and to student safety. We aim to maximise student learning time everyday and enable safe travel to school.

It has been a concern to us that there has been an increase of incidents in SA that have seen students approached by strangers. We believe that students walking late to school, and alone, are more vulnerable than those who are arriving all together at the start of the school day.

We are seeking family support to talk with your children regarding safety and to establish morning routines that enable students to be ready to leave home and arrive at school on time.

If you would like support or suggestions as to how you might develop your family's morning routine, please speak with classroom teachers or our counsellor Aris Ahladas (Mr A.)
With your support we know that our students will be at school on time, minimising risk to their safety and maximising their learning time.

HOME CONTACT FORMS



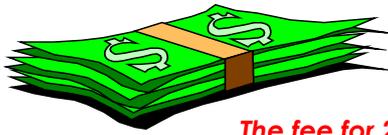
All parents enrolling children at Darlington are asked to fill in a form giving information on the action to be taken in the event of any emergency at school.
If any of this information changes during the year please let us know as soon as possible so that we can amend our records.

COMMUNITY VOLUNTEERS

Early in the new year a "Who Can Help?" sheet is sent home for parents/caregivers to indicate ways in which they think they can, and are willing, to help in the school. DECD regulations stipulate that a Volunteer Declaration and a police clearance must be completed before permission is given to be involved.

SCHOOL FEES

Governing Council sets the Schools and Materials charge each year. This charge provides the children with all stationery and other materials for the whole year. Losses and breakages must be paid for. The charge does not cover the cost of excursions or camps.



The fee for 2015 is \$280.00 and is adjusted for children commencing later in the year.
If you wish to apply for School Card please call in to the office and sign the appropriate form.

NEWSLETTERS

We endeavour to keep parents/caregivers informed of events concerning the school community by:-

-  Darlington Newsletter which is sent home in Weeks 5 and 9 of each term
-  Darlington Dash (Bulletin) sent home in between newsletters
-  Other notices sent home periodically.

Please check your child's bag or ask for notes regularly as the children are often too busy being children to remember to give them to you!



LEAVING THE SCHOOL GROUNDS



Students are not permitted to leave the school early without parental permission. We understand that there are times where special circumstances dictate the need to pick up your child early. Please come into the Office to sign them out and get an "early dismissal" slip to give to your child's teacher.

AMBULANCE COSTS

If your child is injured at school (or during a school activity) you are responsible for ambulance costs. However, if you do not have ambulance cover, arrangements can sometimes be made to cover these expenses. A statutory declaration, available from the school, must be completed to make a claim.



INTERVIEWS



Parent Teacher Interviews are held in Term 1 with the option of a second Interview in Term 3 if you or your child's teacher request one. Teachers are happy to discuss your

child's progress throughout the year. This can be arranged by contacting your child's teacher directly and making a mutually suitable time.

LOST PROPERTY

Lost property is kept in a cupboard near the Office and displayed at the end of each term. If your child has left a garment at the school, please come and look in the cupboard or at the display. Unclaimed articles will be donated to a charity at the end of each term.

To prevent losses **please label all items** of clothing belonging to your child.

COLLECTION OF STUDENTS

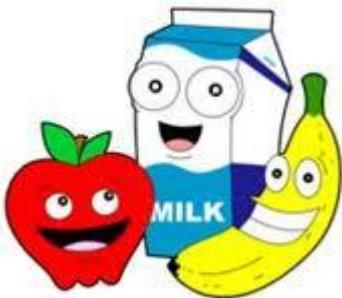
Roads and Parking The roads bordering the school have several areas of :-

BUS ZONES: (8.15AM--8.45AM) and (3.00PM – 3.45PM) MONDAY TO FRIDAY

NO STANDING: (8.00AM -- 9.00AM) and (2.00PM -- 4.00PM) MONDAY TO FRIDAY

Parents are reminded that to park in such areas is an offence and Fines may apply.

CANTEEN



The school canteen operates under Right Bite Guidelines and is open **Monday to Friday at RECESS** and provides snack items at reasonable cost.

LUNCH ORDERS are available from **TUESDAY – FRIDAY** and are supplied to us from Seaview High School Canteen. Please see the Menu and Price List enclosed in your enrolment pack.

The Canteen is coordinated by S.S.O.s with the assistance of voluntary helpers. Helpers are always needed and welcomed.

The children order their lunches in their classrooms at the beginning of the day. Their class teachers will tell them how this is done. Parents of very young children may need to write out their children's lunch orders to avoid confusion. A Canteen Price List is sent home when any changes to the menu or prices occur.

SCHOOL BANK

The school Bank day is **TUESDAY** for Bank SA or **FRIDAY** for Commonwealth Bank.

If you would like your child to open a School Bank Account with Bank S.A or the Commonwealth Bank please fill in the forms enclosed and return them to the Office.



SPORTING PROGRAMMES



Darlington, Seaview Downs and Seacliff Primary Schools in cooperation with Seaview High School conduct both individual school teams and combined teams. Depending upon the availability of coaches and players the following sports may be available to the students

- Australian Rules Football
- Netball
- Tee Ball

- Cricket
- Soccer
- Basketball / Miniball

Practises are held after school under the supervision of appointed coaches. Parent assistance

with coaching/supervision is always greatly appreciated. Coaches must have a Level 0 coaching qualification and a Police Clearance.

Swimming lessons for children in Years R-5 (term 2) and Aquatics for Years 6-7 (term 1) are held as part of the curriculum each year.

STUDENT BEHAVIOUR EDUCATION

We have a clearly defined Behaviour Management Policy and a copy is available as a separate document on request.

At our school we aim to:

- *Develop the Expert Learner*
- *Create a safe, caring, orderly, and productive community based on our School Values*
- *Provide students with opportunities and support to experience success*
- *Use Play Is The Way methodologies*

RAISING CONCERNS

At Darlington Primary School we support the right of any member of the school community who believes our school behaviour code is not being upheld or enforced appropriately to have their grievance addressed.

It is important that these concerns are kept confidential and that parents or caregivers do not approach students or other parents directly to sort out differences.

Please see the "Raising Concerns" document included in this pack for more information.



Students-

- *can arrange for an appropriate time to speak to the teacher.*
- *explain to the teacher what they consider to be unjust or unfair.*
- *if the grievance is not resolved at that level, the student may then talk to someone else.*
- *arrange a time to speak to someone in the school leadership team eg. School Counsellor, Deputy Principal or Principal.*

Parents-

- *can arrange for an appropriate time to speak to the teacher*
- *explain to the teacher what they consider to be unjust or unfair.*
- *if the grievance is not resolved at that level, the parent(s) may then arrange a time to speak to someone in the school leadership team eg. School Counsellor, Deputy Principal or Principal.*

Teachers-

- *can arrange to speak to students and parents at an agreed time to discuss any behavioural issues that have arisen.*
- *If the grievance is not resolved at that level, the teacher may consult with school leadership members eg. School Counsellor, Deputy Principal or Principal in order to resolve the issue.*

Please see chart on following page explaining our expectations and responses to responsible and irresponsible behaviours.

EXPECTATIONS	RANGE OF RESPONSES TO IRRESPONSIBLE BEHAVIOUR	RANGE OF RESPONSES TO RESPONSIBLE BEHAVIOUR
<u>Attendance</u> ➤ Be punctual ➤ Attend regularly ➤ Explain absences by written or verbal communication from parent/caregiver.	<ul style="list-style-type: none"> ▪ Make up time/work missed ▪ Communication with parents 	<ul style="list-style-type: none"> ▪ Positive verbal/written feedback from staff ▪ Positive communication with home

<p><u>Dress Code</u></p> <ul style="list-style-type: none"> ➤ Be dressed in school colours ➤ Be dressed appropriately for specialist subjects and areas, including protective gear for sport practices and matches, sun protection ➤ Wear a school approved hat in the yard (from Sept 1st to the end of Term 1) ➤ Comply with Dress Code instructions regarding jewellery, cosmetics and other apparel 	<ul style="list-style-type: none"> ▪ Communication with parents ▪ Non-participation in lessons where students are at risk 	<ul style="list-style-type: none"> ▪ Sharing good work with others ▪ Participation in special school activities ▪ Principal awards/class awards ▪ Additional yard play on Fridays for students who have not been in Time Out in the yard
<p><u>Communication</u></p> <ul style="list-style-type: none"> ➤ Communicate with other students, staff and visitors using respectful oral/body language and tone ➤ Follow staff instructions 	<ul style="list-style-type: none"> ▪ Apology ▪ Communication with parents ▪ Time Out/Take Home ** ▪ Suspension - internal/external ▪ Exclusion 	<ul style="list-style-type: none"> ▪ Positive reinforcement/ recognition programs at a classroom level ▪ Presentation of awards, recognition at school assemblies – ▪ Rising Star Ceremony ▪ SPIRIT awards (year 7)
<p><u>Learning</u></p> <ul style="list-style-type: none"> ➤ Come to lessons prepared (with equipment) ➤ Learn to the best of our ability ➤ Participate in learning programs ➤ Meet work requirements in specified time limits 	<ul style="list-style-type: none"> ▪ Make up time/work missed ▪ Communication with parents ▪ Student Development Plan to establish & monitor learning goals 	<ul style="list-style-type: none"> ▪ Selection for positions of responsibility in the school eg. peer support, peer mediators, Student Representative Council
<p><u>Movement</u></p> <ul style="list-style-type: none"> ➤ Move in a safe manner in classrooms, corridors, stairwells and around school buildings ➤ Be in the right place at the right time ➤ Use established procedures to move between classrooms, to the library, to the office, between home and school and around the school yard 	<ul style="list-style-type: none"> ▪ Repeat the movement appropriately ▪ Movement restrictions ▪ Time Out (yard) 	
<p><u>Personal and School Safety</u></p> <ul style="list-style-type: none"> ➤ Keep our environment alcohol and drug free ➤ Follow school procedures for taking prescribed medication ➤ Leave dangerous and expensive toys at home ➤ Eat in appropriate areas 	<ul style="list-style-type: none"> ▪ Communication with parents ▪ Take Home ▪ Police contact ▪ Non-participation in future events ▪ Suspension- internal/external ▪ Exclusion 	
<p><u>Relationships</u></p> <ul style="list-style-type: none"> ➤ Keep our environment free of violence, aggression and harassment ➤ Zero tolerance to bullying and harassment 	<ul style="list-style-type: none"> ▪ Raising Concerns Policy ▪ Time Out/Take Home ** ▪ Communication with parents ▪ Police contact ▪ Suspension- internal/external ▪ Exclusion* 	
<p><u>Respect for Property and our Environment</u></p> <ul style="list-style-type: none"> ➤ Keep our environment free of graffiti, vandalism and theft ➤ Put litter in the bin 	<ul style="list-style-type: none"> ▪ Time Out ▪ Return/replace/repair property ▪ Communication with parents ▪ Police contact ▪ Suspension- internal/external ▪ Exclusion* 	

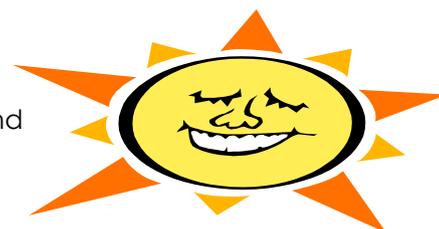
* Denotes expectations that are governed by DECS and Occupational Health, Safety and Welfare regulations and guidelines.

** Take Home refers to a parent/caregiver making arrangements with the school to "Take Home" their child under special circumstances to avoid escalation of behaviour that could lead to suspension

SUN SMART POLICY
"NO HAT, NO PLAY"

The aims of the SunSmart Policy are to promote among students, staff 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 for and decision-making about skin protection.



- awareness of the need for environmental changes in schools to reduce the level of exposure to the sun.

This policy is implemented throughout the year with particular emphasis in Term 1 and from September 1st each year and aims to ensure that all children attending our school are protected from skin damage caused by the harmful ultraviolet rays of the sun. Therefore children will:

- wear Sun-Smart hats which protect the face, neck and ears whenever they are outside, eg sport activities, excursions and playtime. From the beginning of September to the end of 1st term.
- during Term 2 until the 1st of September, hats are not compulsory, but students will be encouraged to take hats and sunscreen on all excursions throughout the year.
- be encouraged to use available areas of shade for outdoor play activities, even when wearing hats.

We will conduct outdoor activities in areas of shade whenever possible and schedule outdoor activities before 10am and after 2pm (11am and 3pm daylight saving time) whenever possible. Children not wearing a Sun-Smart hat, will spend playtime in a solid shade area. If the temperature is over 36 degrees at the start of recess or lunch, students will not go outside to play. Instead they will have alternate play options in their classroom/building.

DRESS CODE EXPECTATIONS

Darlington Primary Governing Council and Staff support and encourage the wearing of Dress Code by all students attending the School.

As a school we believe that the acceptance of a uniform dress code throughout the school is important for safety and health within the school, developing pride within the school community, social justice for all students and reducing financial demand on clothing. As a school we ask all parents to support and encourage the wearing of a dress code.

In the unlikely event that this poses a difficulty for your family we ask that personal contact is made with either the Principal, Deputy Principal or School Counsellor regarding individual situations.

GENERAL DRESS CODE (Girls/Boys)

- White or Navy collared polo shirt
- Navy windcheater/jumper
- Navy shorts (Summer)
- Navy trackpants/blue jeans/cords
- Navy/White socks
- Lace up shoes and/or sneakers and sandals (no exposed toes)
- Year 7 Commemorative Windcheater
- Earrings - Studs only are permitted. (Sleepers are only accepted for medical reasons)
- **Navy Sunsafe hat (compulsory from September 1st until the end of term 1)**



GIRL'S DRESS CODE

- Navy skorts/skirts (this does not include netball skirts which are to be for sports only)
- Summer dress/ skirt are on display in office

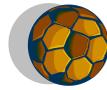
Please note: We encourage school logo.

THE FOLLOWING ITEMS ARE NOT ACCEPTED AS PART OF THE DRESS CODE REQUIREMENTS

- Thongs/Surf sandals
- Tank Tops
- 'Short" shorts
- Necklaces/bracelets/rings.
- Tops with inappropriate slogans or prominent brand names.
- Halterneck or strapless dresses/tops



- Baseball caps are not acceptable at any time of the year.
- Multi-coloured tops /hoodies /jeans or baggy jeans.
- Cosmetics-nail polish, lipstick etc



SPECIALIST SUBJECTS

PHYSICAL EDUCATION AND HEALTH: Physical Education and Health is a specialist area and students have 1-2 lessons a week learning specific sports, movement, co-ordination and components of the Health curriculum. Play Is The Way is also heavily featured in these lessons.

MUSIC/THE ARTS: Music is a specialist area and all classes have a music lesson each week.

CHOIR: The school has a Senior choir for Year 5-7 which is involved in the Festival of Music.



INSTRUMENT:

Children in years four, five, six and seven have the opportunity to learn flute, clarinet, recorder, saxophone, trumpet, trombone, piano, violin, cello and drums(run by the DECD Instrumental Music Program). Charges for instrument hire or lessons are applicable.

SPANISH: Our School teaches Spanish {Español} as our second language



WHY LEARN LANGUAGES?	HOW WE LEARN SPANISH AT DARLINGTON
<p>For Personal Satisfaction</p> <p>Many people learn languages because they want to:</p> <ul style="list-style-type: none"> ● communicate with other people for practical purposes ● acquire cultural enrichment ● increase appreciation of their own language ● develop clear thinking and skilful expression ● gain personal confidence ● use the languages when travelling ● broaden their career choices ● add another dimension to any career 	<p>At Darlington We:</p> <ul style="list-style-type: none"> ● Learn Spanish by using it. ● Use Spanish to talk about things in which we are interested. ● Aren't afraid to make mistakes. ● Discover how language works. ● Gradually develop fluency and accuracy. ● Gain cultural awareness and sensitivity. ● Learn to communicate and interact appropriately with other people.
<p>For Life In A Multicultural Society</p> <p>Languages help people to:</p> <ul style="list-style-type: none"> ● reach out to others in the community ● maintain and develop their mother tongue if it is not English ● develop an awareness and appreciation of the diverse cultural backgrounds of the community 	<p>Spanish Teachers At Darlington:</p> <ul style="list-style-type: none"> ● Recognize learners as individuals. ● Encourage the use of language in the classroom. ● Encourage success. ● Provide a variety of learning experiences. ● Provide an environment where students are active and involved and Spanish is used constantly. ● Provide a positive learning environment.

<ul style="list-style-type: none"> • interpret or translate in trade, commerce or tourism • 	
WHY LEARN LANGUAGES?	
<p>For Life In The Global Village</p> <p>Today no country can afford to be monolingual. If they are able to speak other languages, people can:</p> <ul style="list-style-type: none"> • help the development of closer international relationships in political, commercial, cultural, social, humanitarian and scientific fields • promote international understanding and cooperation 	

SPANISH: THE FACTS

- The three most widely spoken languages in the world today are English, Chinese and Spanish.
- After Chinese, Spanish is spoken over a far greater range of countries by over 300 million people.
- Spanish is the official language of 22 countries. In the United States of America more than 30 million people speak Spanish.
- Spanish is one of the official languages of the United Nations and is regularly used in international conferences, and within the European Community.
- Spanish is a true language of the Pacific, and a dominant one in much of the Pacific Basin. Spanish is spoken from Oregon to Chile in the Pacific Basin and this part of the world is the Eastern frontier of Australia. The language will grow in importance with the expansion of East-West Pacific migration and trade.
- Spanish is an important community language, in Australia. According to the 1986 census report, Spanish speakers from the sixth largest Australian community of speakers whose first language is not English.
- Spanish is a highly suitable language for student achievement, in that it has a more limited range of sounds than English. Further more, with Spanish as a base, it is much easier to have access to such other languages of the same family as Italian, French and Portuguese.
- Hispanic culture has profoundly influenced world civilisation. The links between Spain and Australia go back to the early stages of European exploration of the Pacific. At present, we see increasing migratory, commercial and cultural links with Spanish speaking countries due to the closer integration of Australia into the economy of the Pacific.



All of the above point to the increasing relevance of Spanish as an educational subject, and as a valuable language, both inside and outside Australia, possibly being the reason for Flinders University having one of the highest numbers of enrolments of Spanish, throughout Australia.



PRIMARY SCHOOL COUNSELLOR

The Primary School Counsellor at Darlington School is Mr Aris Ahladas. He is responsible to the School Principal for achieving the following outcomes:

- Leadership responsibility for student behaviour management initiative throughout the school. This would include the development and implementation of the policy "**School Discipline: the**



management of student behaviour" as well as developing; maintaining and evaluating programs, practices and the associated staff training and development.

- Modelling a range of teaching methodologies which can assist other teachers to further develop their skills in the management of student behaviour.
- A preventative and developmental counselling service which also includes crisis intervention counselling where necessary.
- A procedure for identifying and accessing resources and services that are available to the school community relevant to personal and developmental needs.
- Appropriate case management.



Work with Students

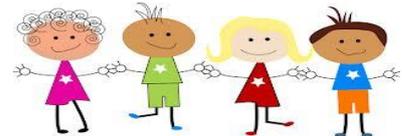
- Time spent with individuals and small groups of students looking at a variety of topics (eg peer pressure, divorce, brothers and sisters, getting along with adults, disagreements). Given the nature of the program, the majority of students in this category may, in fact, be self-referred.
- Working together, in a variety of ways, with staff, parents and other community agencies to assist individual students experiencing difficulties.
- Working in conjunction with the students and the classroom teacher to set up classroom meetings and student input into a variety of school situations.

Work With Teachers

- Consultation with individual teachers and small staff groups to provide information and assistance in making plans and decisions about issues such as student behaviour management and increasing success-orientation.
- Classroom work on personal, social and emotional issues, tied in with the curriculum and taught in consultation with, and alongside, the classroom teacher.

Work With Parents

- Consultation and counselling with parents on an individual, small group and large group basis about their concerns.
- Skills development sessions to help interested parents look at alternative ways of parenting.
- As an information base.



Work With The Whole School Community

- Taking a leading role in professional development with entire staff groups to effect whole school change in a range of negotiated areas (eg student behaviour management, democratic decision making, equity issues and counselling skills). The aim is to help teachers become more skilled in responding effectively to the needs of children in a changing educational and social climate.
- Co-ordination of school-wide programs such as Year 7-8 transition, drug awareness, Protective Behaviours, Social Learning and much more.
- Provision of a comprehensive resource and information service which includes:
Books, games, activities and other materials in a wide range of personal, social and emotional areas for the use of all members of the school community.
Knowledge of relevant people and agency resources within the community.
- Sessions with parents, teachers, other schools and community groups to raise their awareness of the preventative and developmental approach and to use their input to adapt, promote and improve this approach.

This list is by no means exhaustive. The counselling program may include other negotiated elements.

Given the nature of the program, any of these elements may be initiated by:

- self-referral (eg by a student, teacher, parent, class or group concerned),
 - someone other than the person concerned (eg a student's parent or teacher) or by the counsellor.
- Negotiation then takes place with these others involved.

A vital factor in a successful program, whatever elements are implemented, is ongoing evaluation (both quantitative and qualitative). Evaluation is essential to ascertain how effectively needs are being met and to adapt the program to a dynamic school community.

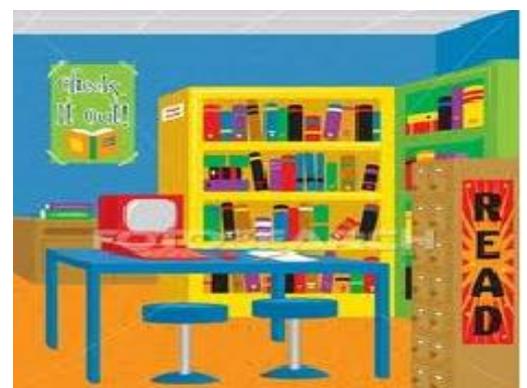
RESOURCE CENTRE

AIM:

Through the library we aim to support student's learning by providing a wide collection of fiction and non-fiction books and other learning materials. We also enable children to use these resources.

THE COLLECTION:

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The library holds about 13,000 books, including children's stories, foreign language and non-fiction books on many subjects and at many levels, as well as teachers' reference materials, learning kits, posters etc. **We also have an extensive Parent Library containing reference books on Parenting, Grief and how to help your children with their learning as well as many other topics.**

HOW CHILDREN USE THE LIBRARY:

Classes, groups and individuals use the library for borrowing books for enjoyment, their reading program and for developing research skills related to class work, to enable them to learn independently. Classes also visit the library weekly with their class teachers.

BORROWING:



The library is open every day and children may borrow and return books on any day. Individuals should borrow and return by 9.30am.



Early years students may have 2 books at a time, and Primary and Middle years students may have up to 4.



Books may be borrowed for 2 weeks at a time, and extensions arranged by negotiation.

COMPUTER:



Students use the computers for borrowing and locating books via our reference programs. Students may also access information from outside the school via the internet.

CO-OPERATION:

It is very important that the library is seen as a welcoming place, for the whole school community. Children from the kindergarten visit during the year. Student teachers and relief teachers are welcome to use our resources. Parents are most welcome to call in to discuss student's reading and learning, and books that may support it. Volunteers are also most welcome in the library.



PLEASE:



Encourage your child to read on a daily basis



Encourage your child to care for books and return them promptly



Feel welcome to visit the library!