Welcome to

DARLINGTON
K-7 School

“Developing Expert Learners”

INFORMATION PACK
2014/2015

PRINCIPAL: Kathryn Entwistle
DEPUTY PRINCIPAL: Jo Miller
COUNSELLOR: Aris Ahladas

9-11 White Crescent, Seacombe Gardens  5047.
Phone: 8296 3318      Fax: 8298 3672
Email: info@darlingtnps.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 individual's intellectual, social, and physical development through an emphasis on the School's values of; LOVE, COURAGE, RESPONSIBILITY, CONFIDENCE, CO-OPERATION AND CREATIVITY.

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 2014/2015**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Third Term 2014</td>
<td>Monday 21st July to 26th September</td>
</tr>
<tr>
<td>Fourth Term 2014</td>
<td>Monday 13th October to Friday 12th December</td>
</tr>
<tr>
<td>First Term 2015</td>
<td>Tuesday 27th January to Friday 10th April</td>
</tr>
<tr>
<td>Second Term 2015</td>
<td>Monday 27th April to Friday 3rd July</td>
</tr>
<tr>
<td>Third Term 2015</td>
<td>Monday 20th July to 25th September</td>
</tr>
<tr>
<td>Fourth Term 2015</td>
<td>Monday 12th October to Friday 11th December</td>
</tr>
</tbody>
</table>

**PUBLIC HOLIDAYS**

During school terms  No Public Holidays During School Term time in 2014

- Adelaide Cup Day: Monday 9th March 2015
- Good Friday: Friday 3rd April 2015
- Easter Monday: Monday 6th April 2015
- Queen’s Birthday: Monday 8th June 2015

Other Public Holidays occur in School Holidays
Student Free days and Closure days are notified with advanced warning during the year.

**CONTACT NUMBERS**

<table>
<thead>
<tr>
<th>School/Program</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darlington Primary School</td>
<td>8296 3318</td>
<td>8298 3672</td>
</tr>
<tr>
<td>Kindergarten/Childrens Centre</td>
<td>8296 2686</td>
<td></td>
</tr>
<tr>
<td>Vacation/OSHC Program</td>
<td>8298 7915</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:info@darlgttnps.sa.edu.au">info@darlgttnps.sa.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

**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 2014 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 sometimes be made to cover these expenses. A statutory declaration, form 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 THURSDAY 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 Cricket
- Netball Soccer
- Tee-Ball 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.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>RANGE OF RESPONSES TO IRRESPONSIBLE BEHAVIOUR</th>
<th>RANGE OF RESPONSES TO RESPONSIBLE BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Be punctual</td>
<td>▪ Make up time/work missed</td>
<td>▪ Positive verbal/written feedback from staff</td>
</tr>
<tr>
<td>➢ Attend regularly</td>
<td>▪ Communication with parents</td>
<td>▪ Positive communication with home</td>
</tr>
<tr>
<td>➢ Explain absences by written or verbal communication from parent/caregiver.</td>
<td></td>
<td>▪ Sharing good work with others</td>
</tr>
<tr>
<td>Dress Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Be dressed in school colours</td>
<td>▪ Communication with parents</td>
<td>▪ Participation in special school activities</td>
</tr>
<tr>
<td>➢ Be dressed appropriately for specialist subjects and areas, including protective gear for sport practices and matches, sun protection</td>
<td>▪ Non-participation in lessons where students are at risk</td>
<td>▪ Principal awards/class awards</td>
</tr>
<tr>
<td>➢ Wear a school approved hat in the yard (from Sept 1st to the end of Term 1)</td>
<td></td>
<td>▪ Additional yard play on Fridays for students who have not been in Time Out in the yard</td>
</tr>
<tr>
<td>➢ Comply with Dress Code instructions regarding jewellery, cosmetics and other apparel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Communicate with other students, staff and visitors using respectful oral/body language and tone</td>
<td>▪ Apology</td>
<td>▪ Positive reinforcement/recognition programs at a classroom level</td>
</tr>
<tr>
<td>➢ Follow staff instructions</td>
<td>▪ Communication with parents</td>
<td>▪ Presentation of awards, recognition at school assemblies –</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td>▪ Rising Star Ceremony</td>
</tr>
<tr>
<td>➢ Come to lessons prepared (with equipment)</td>
<td>▪ Time Out/Take Home **</td>
<td>▪ SPIRIT awards (year 7)</td>
</tr>
<tr>
<td>➢ Learn to the best of our ability</td>
<td>▪ Suspension - internal/external</td>
<td>▪ Selection for positions of responsibility in the school eg. peer support, peer mediators, Student Representative Council</td>
</tr>
<tr>
<td>➢ Participate in learning programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Meet work requirements in specified time limits</td>
<td>▪ Make up time/work missed</td>
<td></td>
</tr>
<tr>
<td>➢ Follow staff instructions</td>
<td>▪ Communication with parents</td>
<td></td>
</tr>
<tr>
<td>➢ Keep our environment free of violence, aggression and harassment</td>
<td>▪ Student Development Plan to establish &amp; monitor learning goals</td>
<td></td>
</tr>
<tr>
<td>➢ Keep our environment free of graffiti, vandalism and theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Zero tolerance to bullying and harassment</td>
<td>▪ Time Out</td>
<td></td>
</tr>
<tr>
<td>➢ Keep our environment alcohol and drug free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Eat in appropriate areas</td>
<td>▪ Raising Concerns Policy</td>
<td></td>
</tr>
<tr>
<td>➢ Follow school procedures for taking prescribed medication</td>
<td>▪ Time Out/Take Home **</td>
<td></td>
</tr>
<tr>
<td>➢ Leave dangerous and expensive toys at home</td>
<td>▪ Communication with parents</td>
<td></td>
</tr>
<tr>
<td>➢ Take Home</td>
<td>▪ Police contact</td>
<td></td>
</tr>
<tr>
<td>➢ Police contact</td>
<td>▪ Non-participation in future events</td>
<td></td>
</tr>
<tr>
<td>➢ Non-participation in future events</td>
<td>▪ Suspension - internal/external</td>
<td></td>
</tr>
<tr>
<td>➢ Suspension - internal/external</td>
<td>▪ Exclusion</td>
<td></td>
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<tr>
<td>➢ Exclusion</td>
<td></td>
<td></td>
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<tr>
<td>Movement</td>
<td></td>
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</tr>
<tr>
<td>➢ Move in a safe manner in classrooms, corridors, stairwells and around school buildings</td>
<td>▪ Repeat the movement appropriately</td>
<td></td>
</tr>
<tr>
<td>➢ Be in the right place at the right time</td>
<td>▪ Movement restrictions</td>
<td></td>
</tr>
<tr>
<td>➢ Use established procedures to move between classrooms, to the library, to the office, between home and school and around the school yard</td>
<td>▪ Time Out (yard)</td>
<td></td>
</tr>
<tr>
<td>➢ Follow staff instructions</td>
<td>▪ Communication with parents</td>
<td></td>
</tr>
<tr>
<td>➢ Keep our environment alcohol and drug free</td>
<td></td>
<td></td>
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<tr>
<td>➢ Leave dangerous and expensive toys at home</td>
<td>▪ Time Out</td>
<td></td>
</tr>
<tr>
<td>➢ Police contact</td>
<td>▪ Non-participation in future events</td>
<td></td>
</tr>
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<td>➢ Non-participation in future events</td>
<td>▪ Suspension - internal/external</td>
<td></td>
</tr>
<tr>
<td>➢ Suspension - internal/external</td>
<td>▪ Exclusion</td>
<td></td>
</tr>
<tr>
<td>➢ Exclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and School Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Keep our environment free of graffiti, vandalism and theft</td>
<td>▪ Communication with parents</td>
<td></td>
</tr>
<tr>
<td>➢ Put litter in the bin</td>
<td>▪ Take Home</td>
<td></td>
</tr>
<tr>
<td>➢ Police contact</td>
<td>▪ Communication with parents</td>
<td></td>
</tr>
<tr>
<td>➢ Non-participation in future events</td>
<td>▪ Police contact</td>
<td></td>
</tr>
<tr>
<td>➢ Suspension - internal/external</td>
<td>▪ Suspension - internal/external</td>
<td></td>
</tr>
<tr>
<td>➢ Exclusion</td>
<td>▪ Exclusion</td>
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</tbody>
</table>
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, 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.
**SPECIALIST SUBJECTS Continued**

**SPANISH:** Our School teaches Spanish (Espanol) as our second language.

<table>
<thead>
<tr>
<th>WHY LEARN LANGUAGES?</th>
<th>HOW WE LEARN SPANISH AT DARLINGTON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Personal Satisfaction</strong>&lt;br&gt;Many people learn languages because they want to:&lt;br&gt;- communicate with other people for practical purposes&lt;br&gt;- acquire cultural enrichment&lt;br&gt;- increase appreciation of their own language&lt;br&gt;- develop clear thinking and skilful expression&lt;br&gt;- gain personal confidence&lt;br&gt;- use the languages when travelling&lt;br&gt;- broaden their career choices&lt;br&gt;- add another dimension to any career</td>
<td><strong>At Darlington We:</strong>&lt;br&gt;- Learn Spanish by using it.&lt;br&gt;- Use Spanish to talk about things in which we are interested.&lt;br&gt;- Aren’t afraid to make mistakes.&lt;br&gt;- Discover how language works.&lt;br&gt;- Gradually develop fluency and accuracy.&lt;br&gt;- Gain cultural awareness and sensitivity.&lt;br&gt;- Learn to communicate and interact appropriately with other people.</td>
</tr>
<tr>
<td><strong>For Life In A Multicultural Society</strong>&lt;br&gt;Languages help people to:&lt;br&gt;- reach out to others in the community&lt;br&gt;- maintain and develop their mother tongue if it is not English&lt;br&gt;- develop an awareness and appreciation of the diverse cultural backgrounds of the community&lt;br&gt;- interpret or translate in trade, commerce or tourism</td>
<td><strong>Spanish Teachers At Darlington:</strong>&lt;br&gt;- Recognize learners as individuals.&lt;br&gt;- Encourage the use of language in the classroom.&lt;br&gt;- Encourage success.&lt;br&gt;- Provide a variety of learning experiences.&lt;br&gt;- Provide an environment where students are active and involved and Spanish is used constantly.&lt;br&gt;- Provide a positive learning environment.</td>
</tr>
<tr>
<td><strong>WHY LEARN LANGUAGES?</strong></td>
<td><strong>For Life In The Global Village</strong>&lt;br&gt;Today no country can afford to be monolingual. If they are able to speak other languages, people can:&lt;br&gt;- help the development of closer international relationships in political, commercial, cultural, social, humanitarian and scientific fields&lt;br&gt;- promote international understanding and cooperation</td>
</tr>
</tbody>
</table>
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.
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 (e.g., 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 (e.g., 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 (e.g., by a student, teacher, parent, class or group concerned),
- someone other than the person concerned (e.g., 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:
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!

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