



Government of South Australia
Department for Education



LOBETHAL

PRIMARY SCHOOL

Parent Information Booklet

2024

1 School Road, Lobethal SA 5241

Ph: 8389 6419

www.lobethalps.sa.edu.au

Email: dl.0227.info@schools.sa.edu.au

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WELCOME

The staff and community would like to welcome you to Lobethal Primary School and trust that your family's association with the school will be happy, rewarding and fulfilling.



This booklet has been developed as a ready reference source of school information. Suggestions for improvement or additions are most welcome. Please keep this booklet in a handy location.

VISION STATEMENT

Lobethal Primary School is an educational partnership of students, staff, volunteers and parent/caregivers. We aim to develop a desire for, and a pleasure in, learning and working together to achieve our individual and collective best. Our school is relatively small and enjoys a welcoming and family orientated atmosphere with strong community connections ready to embrace change and diversity.

We strive to meet the needs of each child, in partnership with families, to lay the foundations for lifelong learning so young people can achieve their full potential. Each child has individual skills, attitudes, knowledge and aspirations which we aim to support and develop.

SCHOOL VALUES

Respect - We believe that, through developing respect for self, others, property and environment, our students will develop the skills and understanding required for healthy relationships and productive lives.

Responsibility - We believe that through developing responsibility, our students learn to make appropriate and effective choices that result in positive outcomes for themselves and others.

Independence - We believe that, through developing independence, students will be naturally inquisitive and have the confidence to manage their own learning and to develop life skills.

Excellence - We believe that, by aiming high and striving for excellence in a variety of fields, students will develop confidence, pride and satisfaction in their achievements, as well as fulfilling their intellectual curiosity.

Resilience - We believe that through building resilience, students will develop optimism, emotional confidence and the ability to compromise and take risks, which will prepare them for the future in an ever-changing world

STAFF



Mr. Mark Tucker
Principal



Mrs. Ashlee Eyles
Student Wellbeing Leader



Mr. Simon Lock
Year 6 Teacher



Mrs. Sonia Elliott
Year 4/5 Teacher



Mr. Simon Dorr
Year 4 Teacher



Ms. Beck Reeves
Year 1/2 Teacher



Miss Casey Herrick
R/1 Teacher



Miss Mollie Strachan
R/1 Teacher



Ms. Lizzie Ellis
PE Teacher



Ms. Jane Mant
Visual Art Teacher



Mrs. Rhiannon North
Music/Drama &
STEM teacher



Mrs. Belinda Weeks
Front Office & Finance
Manager



Miss Amelia Varney
SSO-Admin, Library
& Student support



Mrs. Michelle Hill
SSO- Student Support



Miss Erin Zilm
SSO- Student support



Mrs. Maureen Thurston
SSO – Student Support



Mr. Lachlan Bates
SSO—Student Support



Mr. Dean Moss
Groundsman

SCHOOL TIMES / BELL TIMES



Children may arrive any time after 8:30am. They must remain outside of the building until 8:50am.

8:30am	Grounds Open
8:50am	Class Routines / Welcome Circle
9:00am	Lesson 1
9:50am	Lesson 2
10:40 am	Break 1 Play
11:10am	Supervised eating
11:20am	Lesson 3
12:10pm	Lesson 4
1:00pm	Break 2 Play
1:30pm	Lesson 5
2:20 pm	Lesson 6
3.10 pm	Dismissal

LEARNING AT LOBETHAL PRIMARY SCHOOL

The Early Years

When students start school in Reception they are provided with a supportive learning environment that builds on the Early Years Framework.



We recognise the Early Years as fundamental in building a solid foundation for student well-being, positive learning and social habits.

To achieve these outcomes teachers build trusting relationships with students and use encouragement and support to enable them to become independent and responsible learners.

The initial focus is explicit teaching of the class and school routines so that students can be successful in engaging with the curriculum. The teaching and learning of social skills enable children to interact and relate to others positively, so that it becomes a part of everyday practice.

An engaging and active learning environment is provided through a comprehensive and contextual program that;

- Develops creativity
- Encourages participation
- Encourages healthy practices
- Motivates learners
- Incorporates new technologies

As students move towards Year 2, they develop independent learning skills and begin to work at a more complex level. They are better at managing and organising their personal belongings and school materials. Students may begin to work within individual contracts and are supported in developing more sophisticated group skills.

Middle Years

Children in the Middle Years are typically developing:

- The ability to be more independent from their immediate / extended family.
- Stronger connections with peers and sense of justice / fair play.
- More logical, consistent and deliberate thought processes with an increased ability to concentrate and remember.
- Ability to express more complex ideas and accept that others have differing points of view.

Students in the Middle Primary Years learn through:

- Meaningful and purposeful activities.
- Predictable and stable routines that support independence, self-directed learning, flexibility and organisation skills.
- A variety of collaborative and independent work.
- Using a wide range of resources and experiences in developing learning styles.

Upper Primary

In Upper Primary, we offer increased opportunities for independent learning, leadership and time management. Students practice these skills through classroom and extracurricular activities.

We focus on a resource-based learning style, which is supported by explicit teaching. Students are encouraged to set goals, plan, research, present and evaluate their tasks and projects. They learn to accept increasing responsibility for managing their time and resources.

Through activities such as School Leadership roles, acting as Buddies to reception students and Peer Support during break times, students develop leadership and collaborative skills.

Transition is an important element in the final year at primary school. We maintain close links with local secondary schools and support their range of transition programs.

Year 6 Graduation is celebrated with a formal ceremony and dinner in term four.

SITE INFORMATION (IN ALPHABETICAL ORDER)

ASSEMBLIES

Assemblies are held 3 times a term on Friday mornings at 9am, in the school gymnasium. Details of upcoming assemblies may be found in the school newsletter or on Seesaw.

Assemblies are hosted by each class on a rostered basis, giving students invaluable public-speaking experience.

ACCIDENTS AND SICKNESS

Our School Services Officers (SSO) provide treatment for minor mishaps and, if children become ill at school, staff will decide on the best course of action. If the child is too sick to remain at school, or requires medical treatment, you will be contacted immediately. For this to be effective, please ensure that the details on your child's emergency information form are correct.

ATTENDANCE

Please advise us by phone, note or Seesaw when your child is absent from school for any reason, preferably before 9:00am on the day of the absence.

If a child arrives at school any time after 8:50 am, they need to be signed in at the Front Office. This should be done by a Parent/Caregiver. You will receive a red card, which must be given to the class teacher.

If you wish to collect your child at any time during the day, you must sign them out at the front office.

If you know that your child is going to be absent from school for more than two consecutive days (e.g. for a family holiday or similar planned event), you must fill out a School Exemption form.

These are available from the Front Office.

Roles and Responsibilities of the LPS community to promote positive behaviour:

Through the **Australian Student Wellbeing Framework**, we identify the importance of staff, students, and families cultivating a shared understanding of positive behaviour and how this supports effective teaching and learning. We each have a role to play in ensuring that our school is a safe, positive, and inclusive environment. This involves addressing behaviours of concern when they occur and supporting those involved and affected by these behaviours.

Department staff:

- Model and promote behaviour that value diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate.
- Explicitly teach students about safe and inclusive behaviours, and the core values of the school (school norms).
- Support the participation of all students, taking measures to support the inclusion of students who are at higher risk of exclusionary responses to their behaviours (including children in care and children with disabilities).
- Work with parents, caregivers, families, service providers and the community to support students affected by behaviours of concern.
- Provide timely intervention in response to behaviours of concern
- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- Support students to be physically and psychologically safe.

Parents and Families:

- Model and promote safe, respectful and inclusive relationships with their own children, students, other parents/caregivers, and school staff.
- Support their children to develop safe behaviours at home.
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
- Work collaboratively with the school to resolve concerns about behaviour when the incidents occur, in accordance with the school's procedures.
- Consider recommendations and engage in specialist support through student support services and external organisations.

Students:

- Follow and action the school code of conduct and values
- Treat others in a way that demonstrates respect and inclusiveness.
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- Take a stand when they see behaviours of concern in person or online, by safely intervening (where deemed manageable) or seeking help from adults to intervene.
- Support their friends to behave in safe, respectful and inclusive way if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

Anti-Bullying Policy

“Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm” – National definition of bullying Education Council (2018)

Our Anti Bullying Policy is derived from the following DfE Bullying Prevention Strategy principles:

Principles

1. Visible leadership inspires positive environments for children
2. Communities are inclusive and connected
3. Children and young people are active participants
4. Educators, families, professionals and community members work together in partnership
5. Communities model, promote and support positive and respectful behavior.

LPS vision

Lobethal Primary School strives on providing a safe and inclusive environment for all members of our community, promoting a strong sense of belonging. We also endeavor to protect; the student’s right to learn and the teacher’s right to teach.

Definitions:

Bullying: A repeated, targeted behaviour that can be physical, verbal or psychological with an intent to cause fear, distress or harm to another and/or take away an individual’s power or safety.

Harassment: Behaviour towards a person that causes mental or emotional suffering, which includes unwanted contacts without a reasonable purpose, insults, threats, touching, or offensive language. Harassment may be an ongoing pattern of behaviour or it may be a single act.

Violence: Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm or injury. Violence may involve provoked or unprovoked acts.

Discrimination: Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Rationale

At Lobethal Primary School, everyone has the right to be safe and learn in an environment that is free from bullying. Bullying can have a significant detrimental impact on a student’s mental health and wellbeing, consequently impacting engagement and academic success. It is vital for school community to work together to support the social and emotional development of all students which includes preventing and protecting students from bullying and giving them the skills to deal with bullying experiences.

Roles and responsibilities:

Leaders:

- Educate the school community about bullying, including the impacts and consequences
- Speak to all parties involved including any relevant witnesses. Ensure evidence is presented and the incident is documented.
- Contact parents/carers of all parties about the incident and subsequent consequences
- Proportional consequences are implemented; these could range from an apology letter to a suspension. If bullying is an ongoing issue, the student should be referred to a Behaviour Support Coach.
- Connect students/families to mental health support services if required.
- Organise relevant awareness and support programs

Teachers:

- KS: Child Protection Curriculum programs are delivered to promote inclusiveness, resilience, conflict resolution and problem solving.
- Students are explicitly taught about safe play and interactions, managing wellbeing and establishing positive relationships.
- Students are taught how to identify bullying and respond to it, including reporting to an adult.
- Reinforce the anti-bullying policy with students at the start of each year with reviews when relevant.
- Refer any concerns to leadership
- Involve students in restorative conversations and practices when working through reported incidents.
- Ongoing monitoring and check-ins with students who have been impacted by bullying.

Parents/carers:

- Support the school's expectation that safe behaviours will always be demonstrated
- Report any incidents of bullying to a staff member
- Work in collaboration with school staff to support their child if they are experiencing bullying or if their child is bullying others.

Students:

- Use school appropriate problem-solving skills and procedures.
- Access support to solve the problem.
- Report incidents of bullying to a trusted adult as soon as possible.
- Show respect and consideration for peers and teachers.

BUSHFIRES

Lobethal is identified as a 'high risk' bushfire area. Therefore, the school will be closed on days forecast with a *Catastrophic* fire danger rating within the Mt Lofty fire ban district. All other services including Out of School Hours Care and Vacation Care will also be closed on these days. Parents and caregivers will need to make alternative arrangements for their children on these occasions.

How will you know if the school will be closed?

In case of a Catastrophic or Code Red day, we will inform families via an SMS message to your mobile phone and a whole school message on Seesaw. All attempts will be made to communicate with you as early as possible to notify you that the school will be closed the following day. However, we will not receive an official statement from the CFS until after 4pm on the day before.

It is critical we have an accurate and up to date mobile phone number as we use a text messaging service to deliver SMS alerts.

The red "School Closed" signs will be placed on the fence at the front of the school.

After School Hours Care will not operate on a day when the school is closed due to Catastrophic Fire conditions. Families who have children booked into OSHC will be contacted by text message.

Updates are provided to families about our emergency plans via the school newsletter in terms one and four each year. Families can also go to the CFS website www.cfs.org.au for further advice and updated information.

CONSENT FORMS

Consent forms will be sent home for any excursions including swimming, camps etc. Please ensure any notes that come home are read carefully and returned in a timely manner.

CAMPS AND EXCURSIONS

We encourage all students to participate in learning opportunities beyond school. We offer regular opportunities for classes to go on local walks and excursions further from Lobethal. Students participate in annual excursions, including Lobethal Bushland Park.

COCOON ROOM

The Cocoon Room is our school's self-regulation space. Our Cocoon room is accessible to all students requiring the space and purposefully set up environment to self-regulate. Our Cocoon room aims to further promote on task learning and classroom engagement.

Within this room, students can access a calm space equipped with social and emotional resources, proprioceptive equipment, resources to support self-regulation, support alongside the school's student wellbeing leader, social-conflict games and upskilling resources and fidgets/sensory adjustment items. Students can access this space through use of the available break-cards in classrooms or when negotiated a time alongside their teacher.

CUSTODY

Should custody or access circumstances change for your child or children, please inform the school immediately. The Principal must sight current custody orders.

DOGS

For the safety of our students and families, dogs are not permitted on school grounds. Dogs need to be kept on leads and wait with owners outside the school grounds at drop off and pick up times.

EMERGENCY CONTACT DETAILS

At the beginning of each year, families will be asked to complete a student information form to ensure that we have your most up to date details. Information required on the form includes medical conditions and emergency contacts. If any of these details change throughout the year, please notify the school immediately so our records are kept up to date.

GOVERNING COUNCIL

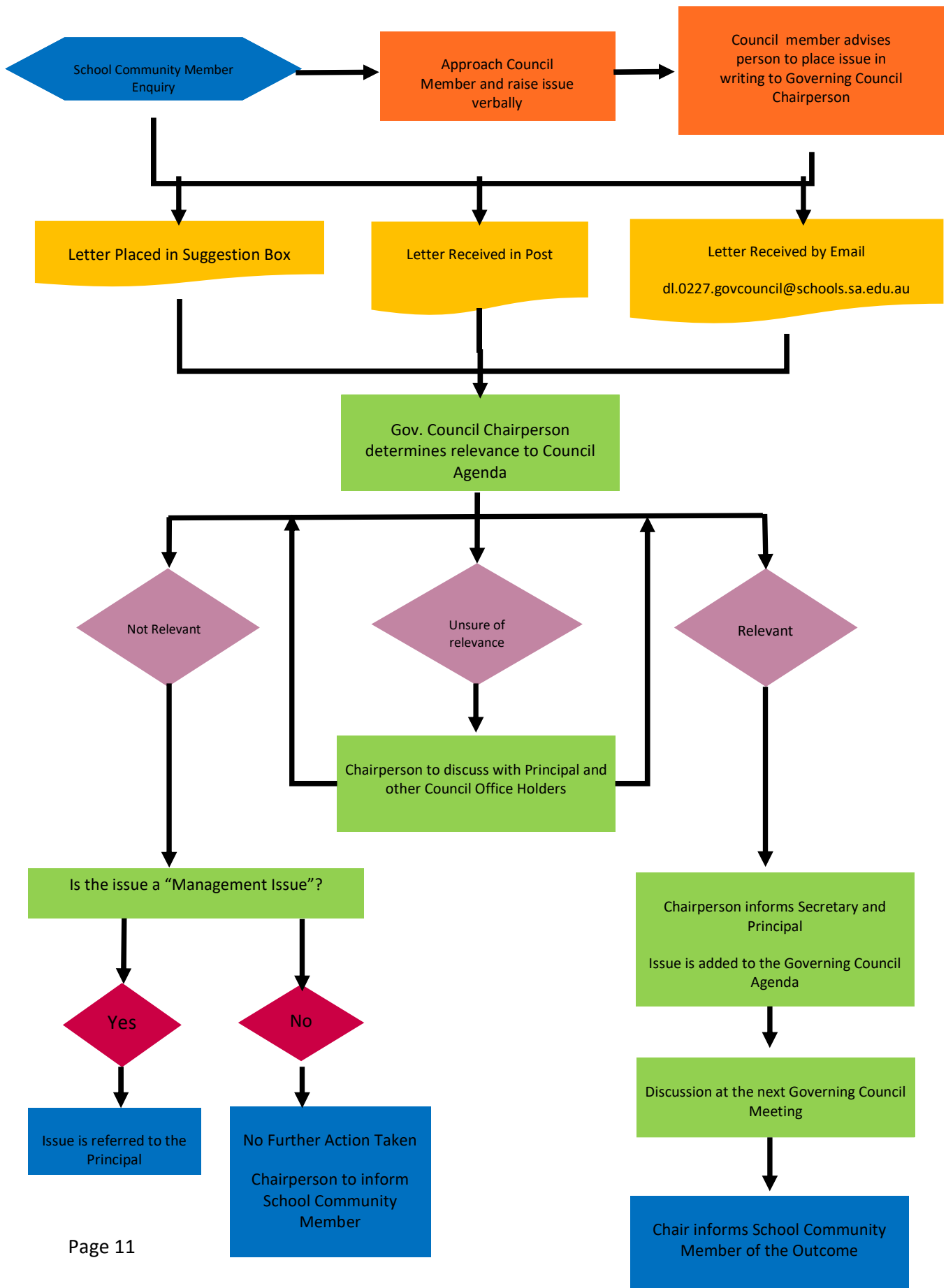
Parents are encouraged to join our school Governing Council. Meetings are held twice each term, on Tuesday in weeks four and eight of the term from 6.30pm in the school library. Being on the Council provides you with the opportunity to have a say in how your school is run and guide its direction. It is also a fantastic way to get to know other families within the community.

The Annual General Meeting is open to all parents and is held annually in February.

The current Governing Council Chairperson is Ms. Ellie Bahnisch.

Any member of the school community is able to raise issues relating to school governance. The process for doing this is detailed on the following page.

Process for Raising Issues Relating to School Governance



How to address grievances:

At Lobethal Primary School, we encourage restorative practices and conflict resolution. We pride ourselves in maintaining positive relationships between the school, students and our community to provide our students with a safe and respectful learning environment. However, in the event of a grievance, the following guidelines may be used.

- ✓ We communicate authentically, and listen to others before expressing our viewpoint
- ✓ We follow the DfE *Code of Ethics*, and the DfE *Bullying Prevention Strategy* and act with honesty and truthfulness
- ✓ We strive for a positive school culture and learning environment through raising morale, taking responsibility, and being solution focused

STUDENTS with a grievance should:	PARENTS with a grievance should:
<ol style="list-style-type: none"> 1. Talk to the person about the problem 2. Talk to any staff member about the problem at an appropriate time 3. Arrange a meeting with the principal or student wellbeing leader to discuss the issue 4. If the issue is unresolved, speak to your parents/caregivers 5. Expect the issue to be addressed as quickly as possible within a reasonable timeframe 	<ol style="list-style-type: none"> 1. Arrange a time to speak to the relevant teacher(s) about the problem 2. If dissatisfied, make an appointment with the Student Wellbeing Leader and/or principal 3. If dissatisfied, make an appointment with the principal -this could be followed up with a phone call at a later stage to monitor the situation -further discussion with all parties concerned -organising external DfE support services for family/student 4. If the problem is still apparent, a further meeting will be arranged between parents, teacher and principal. 5. Contact DfE Education Complaint Unit (ECU) on 1800 677 435 – they will provide additional advice and support to parents and will review complaints that have not been resolved at the school. 6. If parents are still dissatisfied contact the Ombudsman at www.ombudsman.sa.gov.au

HATS

Like most schools, Lobethal Primary School has a Hat Policy to mitigate the risks of skin cancer. During terms one and four, whilst outdoors all students must wear wide-brim, bucket or legionnaire hats, in school colours. Hats are available for purchase from the Front Office.

'No Hat, No Play'. If a child does not have a hat, they will be asked to sit on the bench outside the gym undercover or use the undercover spaces within proximity to their classroom.

HEAD LICE

When head lice are discovered, parents will be notified and the child sent home as soon as possible for immediate treatment by the family. Various products such as KP 24 are available from the chemist.

It is important that all members of the family should be treated at the same time to prevent recurrence of the problem.

A notice will go home to all parents with children in that classroom, to say that head lice has been discovered and parents are asked to keep a close watch on their children's hair.

If you discover that your child has head lice, please advise the class teacher and treat as soon as possible.

Do not send your child to school until treated.

RECEPTION INTAKE AND TRANSITION

Mid-year intake into reception has been re-introduced into schools, so from 2024, children who turn 5 years old:

- Before 1 May can start school in term one
- Between 1 May and 31 October can start school in term three (mid-year intake)
- After 31 October can start the next year

Children who start school at the beginning of the year will complete 4 terms of reception and children who start at mid-year will complete 6 terms.

Transition visits will be scheduled in term four (for term one starters) or term two (for mid-year starters). Students will attend school a number of times for an increasing duration before they commence school full-time. We work closely with local kindergartens and our staff work regularly with staff from Lobethal Community Kindergarten to make this process as smooth as possible.

LIBRARY

Our library caters for children from reception to Year 6. Children can access the library computer to borrow and return library books. Please encourage your child to care for our books and to return them on time. Parents are welcome to visit the library with their child to share and/or borrow books before and after school.

The borrowing limit for each child is decided by the Library Manager. If a book is damaged, please return it to the Library Manager for repairs. If a book is lost or severely damaged, we will issue a bill for its replacement.

The Mobile Library visits our school. A South Australian Public Library card is needed to use this service. This service is available to students in years 3-6

LOST PROPERTY

All children's clothing and equipment MUST be labeled. Lost property is now located outside in the white cubes opposite the student toilets.

LUNCH ORDERS

Every Thursday, students are able to order lunch through a local catering company called Maria's Kitchen. Their menu is extensive, with many healthy home-made items, both hot and cold. Prices average around \$4.00-\$6.00.

Lunch ordering is done through the mobile app QKR from your phone or tablet. On the app you will find an extensive menu to choose from and an easy-to-use checkout. Orders need to be made by 4pm on the day prior.

MOBILE PHONES / PERSONAL ELECTRONIC DEVICES

Students bringing electronic devices to school (e.g. mobile phones, iPods, iPads and smart watches) must check them in at the Front Office each morning, where they will be stored securely and can be collected at the end of the school day.

MONEY / PAYMENTS

Annual school fees are determined by the Finance Committee and approved by the Governing Council at the Annual General Meeting each year. This fee is a goods and services charge, which covers required stationery, materials, resources, equipment, textbooks, computer software and library books used by the students. It does not include costs for excursions or camps as they are charged separately as they are planned. We are always happy to negotiate payment by instalments.



Applications for the School Card Scheme should be lodged online via www.sa.gov.au —under Education/Skills and learning.

School Card is a scheme to assist families with the payment of school fees.

Lobethal Primary School also operates a fully tax-deductible Voluntary Building Fund that is used to fund building and/or facility upgrades. Donations are greatly appreciated.

MUSIC AND PERFORMING ARTS

There are a range of opportunities for students to learn an instrument, join a band, perform for an audience or sing at Lobethal Primary School. All students from R-6 access weekly specialist lessons in Visual and Media Arts (Ms. Jane Mant) and Music, Dance and Drama with Mrs. Rhiannon North.



Older students can participate in the school choir, learn to play an instrument or play in a school band. Lobethal Primary School hosts the Torrens Valley Instrumental Music Hub with Department for Education Instrumental Music teachers working at the school on Wednesdays. Instrumental tuition is available for brass, woodwind and percussion for students in Years 4 - 6. Students that are a part of the Hub form a band which performs at local schools during the year.

Private Music Instructors offer weekly lessons at the school. Connor Hudson is our band teacher who also teaches instrumental music lessons.

We host regular opportunities for students to perform for others through class plays, at the Hills Music Festival, the annual school concert in term three and KidStock, an inter-school musical showcase hosted by Lobethal Primary School in term four.

NEWSLETTERS

The school newsletter is sent home three times a term to the oldest child in the family. Newsletters are also sent out electronically via Seesaw.

NO SMOKING POLICY

Lobethal Primary School, along with other schools, is a smoke free zone. This means no one is to smoke anywhere within school grounds.

All members of the school community and visitors are expected to adhere with this policy.



NUT AWARE POLICY

Due to some attending students having allergies to nuts, we are a **NUT AWARE** school. Please be respectful of this policy and try not to send any lunchbox items that contain nuts.

OUTDOOR CLASSROOM

All Students are provided with the opportunity to explore and engage with their natural world in both our Bushland Park program and Nature Nurture program.

Reception to Year 4 students will participate in our Bushland Park Program twice each term during terms two and three. All students, across all year levels will engage in weekly sessions in our Nature Nurture program.

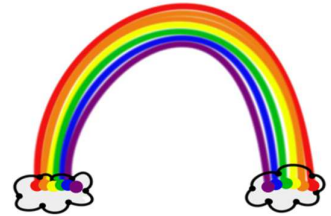


OUT-OF-SCHOOL-HOURS-CARE (OSHC)

The Governing Council run an Out of School Hours Care program. Our Director is Nicole Christian. Bookings can be made by phoning the service direct on 0403 605 975.

* Please note this phone is only monitored during the hours below.

Vacation Care programs are also offered in the school holidays.



OSHC HOURS OF OPERATION

Before School: 6:45am-8:30am

After School: 3:15pm-6:30pm

Vacation Care: 8:00am-6:00pm

Further information is available directly from OSHC or the school website. The OSHC email is LPSOSHC.Director629@schools.sa.edu.au

PICK-UP AND DROP-OFF OF CHILDREN

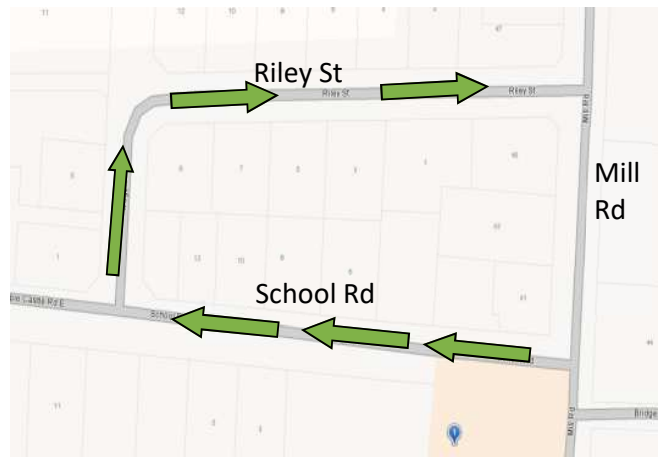
In the interests of ensuring the safety of our students and their families, we ask that Parents/Caregivers picking up or dropping off students during standard drop-off and pick-up times adhere to the following traffic convention:

Travel in a clockwise direction, that is UP (or West) School Rd, ACROSS (or North) Magpie Ave and DOWN (or South) Riley St, and park only on the school-side of School Rd.

This ensures that students alight on the school side of the road, eliminating both the need to cross the road, and the two-way traffic which inevitably results in traffic jams and potentially dangerous situations.

PLEASE DO NOT park on the northern side of School Rd during these times—it is only a short walk down to Mill Rd where overflow parking is available. We note that this is not a council regulation and thus have no ability to enforce this request, however we desperately urge you to comply in the interests of public safety.

A supervised Kiss and Drop zone is available for families to drop off or collect their children safely. Drivers are not able to park or leave their vehicles. Staff will assist students to get to the vehicle safely. If a student is delayed parents may be asked to drive around the block so that other drivers can access the zone.



REPORTING

During the year, parents will receive information about their child's progress by means of:

- A formal Parent/Teacher interview in weeks nine and ten.
- Student reports at the end of terms two and four.

If parents have any concerns or information they wish to share at any time throughout the year, they can send an email to the child's teacher or make an appointment.

SEESAW

Seesaw is a communication app we use at Lobethal Primary School to send home messages, newsletters, and updates electronically to families. The app is free to users and can be used on both Apple and Android phones.

Parents receive messages from their child's class teacher and whole school updates. Seesaw can also be used to send through consent forms and notifications when your child is absent. Please collect an information sheet from the Front Office to sign up for Seesaw or check the school website for further details.

SCHOOL BANKING

School banking can be dropped off at the Front Office each Tuesday morning. This will be deposited with BankSA. If you would like to open an account for your child, forms are available from the Front Office.

SPORTING EVENTS

Students participate in a range of weekly fitness and sport activities with their class teacher and/or the PE Teacher. We also receive grants from Sporting Schools to subsidise clinics such as gymnastics, basketball, lawn bowls, athletics, tennis and badminton. The clinics are run by accredited coaches and aim to develop students' knowledge and skills in a range of sports.

The school is registered with SA School Sports and we register teams to compete at events such as; Courier Cup (swimming), Cross Country, Knockout Netball, Football, Tennis and Athletics days.

Our school sports teams are Phoenix (red), Griffons (black) and Dragons (blue). The annual Sports Day is held during term four. Students are allocated to a sports team when they enrol at the school and remain in the same team throughout their schooling at Lobethal Primary Schools.



UNIFORM POLICY

Lobethal Primary School has a uniform policy for a number of reasons. These include:

- helping students to feel like they belong to their school community
- helping promote equality and reducing the chance for 'competition' over fashion
- contributing to school pride and recognition
- acting as a safety measure, especially on excursions.

The preferred uniform for Lobethal Primary School students is:

- Bottle green, navy and gold polo with LPS logo, in short or long sleeves
- Bottle green, navy and gold jumper with LPS logo
- Bottle green jacket with LPS logo
- Plain navy blue pants (cargo, drill, tracksuit or ponte pants)
- Plain navy blue shorts, skirts or skorts
- Plain navy leggings or tights (only worn under skirts, skorts or dresses)
- Green and white checked school dress
- Bottle green wide-brimmed or bucket hat, with no cords, or legionnaire-style hat, plain or with logo (terms one and four). Hats must have a brim with a depth of at least 6cm to provide adequate protection from the sun.

Other acceptable items are:

- Plain bottle green polo shirts (must be polo shirts in terms one and four to be Sun Smart; crew neck t-shirts and skivvies may be worn under jumpers in terms two and three)
- Plain bottle green windcheaters or hoodies
- Plain bottle green or navy beanie, scarf or gloves
- Plain bottle green parka or rain jacket
- Year seven commemorative jumper or shirt

Polos and jumpers with the school logo are available from the school office. Pants, shorts, skorts and dresses will be ordered once a term through our uniform supplier, or can be purchased at various chain stores. Pants, shorts, skorts and skirts must be navy blue; mid-blue or faded blue is not acceptable.

For further information, the complete uniform policy can be found on our website

www.lobethalps.sa.edu.au

VOLUNTEERS

Parent and community volunteers are an integral part of our school, and we encourage and welcome parents and caregivers to assist with classroom programs, gardening lessons, on camps or excursions as well as other jobs around the school.



Volunteers new to our school are required to complete a volunteer application form (available from the front office) and to complete a brief induction session with either the Principal or a delegate. Volunteers must get a Department of Human Services Working with Children Check and undertake several online Department for Education training modules. We can initiate working with Children Checks if you don't already have one. Please see the front office to get one started. All volunteers must sign in and out at the Front Office when they arrive and leave the school grounds. We ask all volunteers to collect an identifying lanyard to wear while they work in the school.

WEBSITE

Our website is www.lobethalps.sa.edu.au and hosts many of our policies and guiding documents.

WELL-BEING GROUPS

Our year 6 leaders are provided the role of being a 'buddy' to our new school comers – Receptions (little buds). Our buddy program involves a year 6 (or two in some instances) being paired with a reception. The pairing is done during transition visits the year prior and future buddies gain the opportunity to meet with their partnered reception. Year 6 leaders will also be rostered on during breaks as a means for wellbeing check ins and offer additional support for our younger cohort. Year 6's will be provided with a 'Year 6 leader' vest to ensure they are visible to students.