



# PARENT HANDBOOK



## Putting the Child First

### JINGILI PRIMARY SCHOOL

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# WELCOME TO JINGILI PRIMARY SCHOOL

Jingili Primary School is located in the Darwin suburb of Jingili and prides itself in "*Putting the Child First*". The School has an attractive, safe and welcoming school yard and consists of two adjacent campuses comprising a combined child care facility (Jingili Kindergarten run by YMCA) and pre-school on one site with the primary campus nearby. A variety of cultural backgrounds are represented in the student population.

The school offers student centered learning programs that are engaging, rigorous and follow the Australian Curriculum. Early childhood programs are based on the *Walker Learning Approach* Pedagogy. A school wide spelling and grammar program, *Doorways into Practical Literacy*, is conducted four days per week and a guided reading program is an important part of our literacy program. *Meaningful Maths* pedagogy (based on NZ Maths) provides the foundation for our mathematics program. Science and Physical Education is conducted with specialist programs for all classes. All children participate in the *Stephanie Alexander Kitchen Garden Program*. Through the Learning Support Centre the special education teacher and special education assistant support students at risk or with special needs. An Aboriginal and Islander Education Worker (AIEW) plays an important role in working with our Aboriginal and Torres Strait Islander students and their families.

Many other opportunities are available for students with instrumental music, choir, band and wellbeing programs. The Children Almost Ready to Enter School (CARES) program provides a seamless transition from preschool. This program pairs up older students with preschool children and makes the transition to "big" school an enjoyable and exciting experience.

A strong sense of community is part of Jingili school ethos and throughout the year we offer many opportunities for parent and community involvement. Parents are welcomed into classrooms, breakfast is served at Cafe Jingili every fortnight before assembly, an International Markets evening is held in first term and we have a Twilight Sports Carnival in second term. The Jingili School Kitchen Garden program provides a focal point for parents to meet and opportunities for the school community to come together and learn about sustainability. Jingili is also a partner school in the Charles Darwin University Teaching School Program.

Please feel welcome to become involved. Opportunities range from membership on the School Community Council to participation in activities within your child's class. Please do not hesitate to contact the school if you have a concern or a query.



*Carin Symonds*

Carin Symonds  
Principal



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# SCHOOL VALUES

## *Respect, Responsibility, Resilience*



### MISSION STATEMENT

Jingili Primary School is committed to creating a school community with a safe, supportive and challenging learning environment responsive to the needs and interests of our students. We aim to motivate students to achieve their potential to be productive members of a continually changing society where academic achievement, positive self esteem and the rights of others are valued and respected.

### OUR VISION

Jingili Primary School will strive to-

- Create an enthusiastic and engaging environment for learning for students and staff
- Provide a quality education with pathways to academic excellence
- Encourage the concept of life-long learning
- Nurture and celebrate Cultural Diversity, Individuality and Personal Achievements
- Challenge our students to be creative problem solvers and independent thinkers by providing innovative programs that incorporate ICT and meet the diverse needs of all students to prepare them for the future
- Nurture a safe and happy environment that supports the wellbeing of all members of the school community
- Support transitions and foster links across the Jingili School Community and different stages of schooling.
- Emphasise the importance of ongoing professional growth for staff
- Be a hub for the Jingili community where all will feel welcome

### MOTTO

*Putting the Child First*

### PARENT INVOLVEMENT

Jingili Primary School recognises that the learning outcomes of students are enhanced when parents and schools work together. We recognise that:

- education begins at home and continues throughout life in the home, school and community
- parents have the right to be involved in their children's education and to participate in educational decision making processes
- parents have talents, interests and skills which enrich the lives and education of students.

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## SCHOOL COMMUNITY COUNCIL

The Jingili School Community Council is incorporated under the Education Act. It is made up of representatives of the whole school community who are committed to the school and to involving more parents and teachers in the decision making process.

The council has responsibilities in the areas of:

- advising the principal about the educational needs of the community through the action a planning process
- building links between parents, the community and the school
- determining community use of facilities
- budgeting
- maintenance of buildings and grounds
- representation on the selection of senior school staff.

The council meets once a month on a Tuesday evening. All parents are encouraged to attend meetings although only Council members have voting rights.

The council puts in place 'project teams' as the need arises.

## ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

The school has a number of Indigenous students and a fulltime Aboriginal and Islander Education Worker (AIEW). Parents are welcome to drop in at any time to talk to the AIEW or they can organise a meeting with the Principal.



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## SCHOOL HOURS

8.15 am	Warning bell
<b>8.20 am</b>	<b>Classes commence</b>
10.20 am	Recess
10.40 am	Music Plays (Warning bell)
<b>10.45 am</b>	<b>Classes resume</b>
12.45 pm	Lunch (eaten under supervision)
1.00 pm	Playtime
1.25 pm	Music Plays (Warning bell)
<b>1.30 pm</b>	<b>Classes resume</b>
2.45 pm	Dismissal Bell



Students should not be at school before 8:00 am. Supervision begins from 8.00am, and students are expected to leave the school grounds straight after school unless they are participating in an activity such as *Out of Hours Care*.

## VOLUNTARY PARENT CONTRIBUTIONS

The school council has suggested the following voluntary parent contribution structure:

One Child:	\$100.00
Two Children:	\$150.00
Three Children:	\$200.00

The Education Department provides funds to run the school, but Voluntary Parent Contributions cover extras that improve our educational environment.

Voluntary Parent Contributions assist in the continuation and development of our many programs, e.g. kitchen garden, art/craft materials, PE equipment, library books, technology. Contributions may be paid by cheque, cash or EFTPOS at our front office.

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# SCHOOL ORGANISATION

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## ABSENCE FROM SCHOOL

Please notify the front office by telephone (89851555) email [jingili.school@ntschoools.net](mailto:jingili.school@ntschoools.net) or send a note with your child to explain your child's absence. Parents can also download the Jingili Primary School Skoolbag app and notify absences using that. This information is recorded on the school's Student Administration and Management (SAMS) database. We ask for a medical certificate wherever possible. If students are late they need to go to the front office to pick up a late slip prior to going to class. If parents don't notify us of their absence for the day, office staff will call to ensure that your children are safe.

No children are allowed to leave the grounds during school hours without the Principal's permission and all students must be 'signed out' in the book in the front office.

## PARKING

For the safety of your children, Parents are requested to drop off students in the designated 'Drop off zone'. If you are parking in the car park please watch for vehicles entering and leaving the school. Children can be dropped off in Knowles or Rindberg streets. Parents may also park in these streets.

## BICYCLES, SCOOTERS & RIPSTICKS

All bicycles, scooters & rip-sticks are to be "walked" on and off the School Grounds at all times. Bikes should be in the bike shed which is then locked after the start of school and unlocked at 2.45 pm. Office staff have a key to provide access at other times should this be necessary.

## CANTEEN

Our canteen supplies healthy, home cooked food and caters for children with allergies. All children bringing money to school for lunch and recess must order their lunch at the start of the school day. This way the Canteen knows how much hot food is needed and what sandwiches need to be prepared. The Canteen endeavours to provide healthy and nutritious food at all times. Children's lunch orders are collected in their classroom and delivered to Canteen by 8:30am. Alternatively parents can order lunches using the Skoolbag App.

Parents are asked to ensure that lunch order bags are written out correctly on the front of a brown lunch bag, and your child's name, room number/class are clearly defined. It is also helpful if the correct amount of money is enclosed in the bag.

Menus are issued through the newsletter and copies are available from the Canteen and Front Office. The canteen can also be found on Facebook—"Jingili Canteen".



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## ENROLMENT



### Including Intake from Preschool Policy

Depending on vacancies, children may enrol at the Preschool when they are three & a half to four years old. Enrolment forms are completed at the preschool premises - proof of age is required.

Primary enrolments are processed at the front office and parents will be supplied with all relevant information pertaining to the School at this time. An appointment will be made for you to speak with the Principal. Students are not required to re-enrol when they start Transition at the Primary school.

In general terms and depending on the individual case –

- Children turning four on or before 30 June are eligible to enrol in preschool at the beginning of the school year.
- Children who turn five by 30 June may start Transition at the beginning of that school year.
- Parents are advised to consider their child's stage of readiness and development as well as age in deciding when formal schooling should begin.
- Children are provided with opportunities to become familiar with the Transition class environment prior to formally making the transfer. This is done through the CARES (*Children Almost Ready to Enter School*) program which includes a buddy program and visits to the Transition class prior to transferring. All Preschool children attend assemblies and have a weekly visit to the library.

**Please provide a record of your child's birth certificate and immunisations on enrolment.**

## HOME-LEARNING

Home learning is an integral part of the school's total program and is regarded as a reinforcer of learned concepts and extension of school activities in the home. Please refer to our home learning policy (at the end of this booklet) for more information about homework.

All students are expected to do home reading every evening. Primary students are expected to do home learning (if agreed to by parents) set by their teacher 4 nights a week. Suggested time allocations are:

Year 3-4      15 to 20 minutes.                      Year 5-6      20 to 30 minutes.

Students may be given a weekly home learning contract. This would be distributed on Monday and handed in on Friday.



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## HOUSES

The purpose of the house system at Jingili is to provide students with an incentive to perform well in all areas of the school's programme including sport and general behaviour. House names were chosen by the students – **Forest, Ocean & Earth**. House Captains and Vice Captains are elected by the students. Children can earn house points throughout the year.

## LIBRARY/RESOURCE CENTRE

The Library is open daily to allow children to borrow books and utilise research materials. Children are asked to provide a bag separate from their school bag for library books. Library bags are available at the school for \$10.00 or you can make your own. Books can be borrowed for two weeks. We encourage families to come in and borrow together. Just see our library assistant.

The computers in the Library are available for student use if the child is accompanied by an adult.



## LOST PROPERTY

Items found which have no identifiable owner are kept in the front office area. Unclaimed items are disposed of at the end of each term.

It is suggested that expensive toys, games and other property should only be brought to school after discussion with and the consent of the class teacher.

## UNIFORMS AND DRESS STANDARDS

Jingili School has a uniform which students are required to wear at all times. (see the policy at the end of this booklet) Uniforms may be purchased at the school.

Jingili is a Sun-smart school and it is school policy that bucket or broad brimmed hats and sturdy footwear (not thongs) are worn whenever children are outside.

School hats are also available and children are required to wear them at all times when out of doors.

Students should not wear dangling ear-rings as they constitute a safety risk during sport or play. Make up is also not acceptable to wear at school.



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# **GENERAL INFORMATION**

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## ASSEMBLY

Each fortnight on a Friday (even weeks) at 8:35 a.m. we have a whole school assembly. This includes the pre-school. Learning and Good Citizenship Awards are presented, classes all have a turn at performing and presenting their learning and other special presentations may sometimes take place at this time. Parents are very welcome and encouraged to attend

On odd weeks on a Friday, there is an Early Childhood Assembly in the school library at 8:35 a.m.. Pre-schoolers and early childhood classes attend this assembly.

## CONTINGENCY PLANS

### Air conditioning or Power Failure

In the case of air-conditioning or power failure classes affected may be held outside and children will return home at the normal time. If such failure lasts for longer than one day, the Department of Education (D of E) will be consulted to consider closure of the School. Parents will be advised during the day if the School is to be closed the following day.

### Water Problem

Generally, emergency repair plumbing can be organised to solve immediate problems. In the unlikely event of water having been cut off altogether, every attempt will be made to maintain standards of hygiene. D of E will be contacted to determine as to whether or not the closure of the school is necessary - no availability of water for longer than half a day is considered serious.

### Cyclone Threat

The following arrangements will be put in place if it becomes necessary to evacuate the school. This decision is made by D of E and will be broadcast on radio and television.

*As students are picked up from school by the **parent or guardian** the teacher will record the name of the person who collected the child and at what time.*

*In the case of children still to be picked up when the Coordinator (Principal) has told staff to go home, the teacher will bring the children to the office area.*

*At the Coordinator's discretion the remaining children will be taken to the nearest cyclone shelter (Casuarina Senior College) and left in the care of the Cyclone Shelter Coordinator. A list of children taken there will be left with the Cyclone Shelter Coordinator.*

*A list of children taken to the Cyclone Shelter will be posted on the front door of the Administration area. Class lists showing who has collected the children will also be posted along with the Coordinator's telephone number.*



## EXCURSIONS / CAMPING

Excursions are arranged if relevant to the curriculum and as available finance permits. Details of excursions are normally provided two weeks before they are to occur. Students are only allowed to go on excursions with parental permission. Students are required to wear school uniform on such occasions unless otherwise stated.

School Camps may be arranged. The safety of venues is always checked with D of E and other departments as necessary. Parental help is usually appreciated as a ratio of one adult to 10 children is required. Full details are available to parents well in advance of a camp.

## HEALTH

The school provides a sick bay where children who are hurt or become ill at school may lie down quietly. If the child is too ill to be at school, parents are contacted.

**Children who are ill should not be sent to school.**



### Medication

Departmental policy stipulates that staff may not administer medication to students without prior written permission of the child's doctor and parents. Students may self-administer medication e.g. asthma puffers under staff supervision but, again, parents must complete a medication details form prior to administration. (In the case of long-term conditions such as asthma the details are then included with the students school records.)

### Infectious diseases

If your child has an infectious disease or a contagious condition, they should be kept away from school until they have recovered. It is requested that parents notify the school as soon as an infectious disease is diagnosed. If your child's records are not up to date you may be requested to keep your child at home if an infectious disease breaks out.

Some general information:

Chicken pox:

German Measles:

Mumps

Return to school when fully recovered.

Measles

Return when recovered. Immunised contacts not excluded; non immunised contacts should be excluded for 14 days after the last diagnosed case.

Conjunctivitis

Exclude until eyes are clear.

Impetigo

Children are allowed to attend if treatment has commenced and the



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(School Sores) sores are properly covered.

Nits/Head lice Parents will be notified through note/newsletter if there is an outbreak of head lice at school. Parents should check their child's hair regularly and inform the school if they notice any nits/head lice.

*For further information contact your nearest Community Health Centre or your GP.*



### **Child Oral Health Information**

The Northern Territory Department of Health provides free dental services to children. Appointments can be made by contacting the dental clinic at Anula School Ph 89453173 or the Darwin Dental Clinic Ph 89226466

Children from Jingili School are usually seen at the dental clinic at either Anula or Wagaman Schools. Appointments are also available at other clinics if more convenient.

- **The Staff**

Services to children are generally provided by Dental Therapists and Oral Health Therapists, who are health professionals that are specially educated and trained to provide oral health services to children. (Oral health therapists are also educated and trained to provide some services to adults). In some cases your child may be referred to a Dentist or Specialist if more complex or specialised treatment or advice is needed. The Therapist works with a Dental Assistant, who provides chair-side assistance, and helps run the clinic.

Should you have a question about your child's dental health, or when they are due for a check-up, please call 8945 3173

It is recommended you ensure that the dental clinic and the school have current/up to date postal addresses and contact details.

Further information is available on Oral Health Services website:

[www.health.nt.gov.au/oral\\_health](http://www.health.nt.gov.au/oral_health)

All children attending dental appointments will be required to be accompanied by a parent or carer. Being present during your child's appointment helps you to understand what treatment is required and how to keep your child's mouth and teeth healthy. .

It is recommended that children start having regular dental visits as early as one year of ages to detect early signs of tooth decay and encourage a positive attitude towards dental treatment.

- **Cancelling Appointments**

Please let us know if your child cannot make it to a booked appointment. Giving us reasonable notice allows us to book another child into the appointment and to reschedule an appointment for your child.

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- **Missed Appointments**

If appointments are missed we will try to schedule a new appointment however due to demand this may mean your child has to wait longer for treatment. Due to high demand for service, repeatedly missing appointments without informing us in advance will result in a longer wait for future appointments.

## **First Aid**

This is administered by qualified personnel in case of accident. Parents will be contacted in serious cases. If parents cannot be contacted the school will seek emergency treatment.

## **Serious Injury/ Medical Conditions**



In the case of a serious injury or medical condition an ambulance will be called. The school has ambulance cover for students.

## **NEWSLETTERS**

A weekly newsletter is distributed to the oldest child in the family each Thursday. The newsletter is an important means of communication and includes news of coming events, school news and items of general interest. We encourage families to receive an electronic copy of the newsletter by email. Please let the front office staff know if you wish to be included on our email list. Newsletters can also be viewed on the **Jingili School Website** <http://web.ntschoools.net/w/jingiliprimary/Pages/Home.aspx>

Parents can also download the **Jingili Primary School Skoolbag app** onto their smart phones to receive newsletters and other updates.

We also have a Facebook page where we communicate important and interesting information and events.



## **OUTSIDE SCHOOL HOURS CARE**

Jingili Outside School Hours Care program is managed by an independent organisation. They can be contacted on 0417894042 or [jingilioshc@hotmail.com](mailto:jingilioshc@hotmail.com) . Please refer to the front office for more information.

## **PARENT PARTICIPATION**

There is no doubt that the teacher/parent relationship exerts a profound influence on a child. As parents, you are welcome to visit the school informally or formally. You may care to simply look around or attend one of our assemblies. On occasion, you may wish to contact the teacher to arrange a suitable time to discuss your child's progress, achievements, successes, or problems.

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Voluntary help is always needed in such areas as:

- |                |   |
|----------------|---|
| READING        | Hearing individual/ small groups of children read; helping with changing books.                 |
| ART /CRAFT     | Painting, sewing, gluing, cutting etc   |
| COMPUTER       | Typing up stories, working with a group.  |
| LIBRARY        | Covering and repairing books.   |
| EXCURSIONS     | Assisting with supervision of students.   |
| KITCHEN/GARDEN | Assisting with maintenance, class garden activities and working bees in the kitchen and garden. |



### SCHOOL COUNCIL SUBCOMMITTEES

You do not have to be on the school council to be part of a subcommittee. Our Fundraising Subcommittee helps raise funds to help us purchase resources or make improvements to our school. Regular Fundraising events include International Markets, Mother's Day Breakfast, Father's Day Twilight Fair, Trivia Night, School Disco.

## PRESCHOOL & KINDERGARTEN

The Jingili Preschool and Kindergarten are positioned 'off campus' on Jingili Terrace. The Pre-school and Kindergarten aim to provide an important bridge between home and school, valuing the input of parents.

The attitudes, skills and knowledge developed in early years form the basis for successful learning. The Kindergarten and Preschool offer an interesting, varied program that allows scope for individual development in a pleasant, safe and stimulating environment.

Jingili Kindergarten is managed by the YMCA and provides long day care for children, birth – 5years.

Jingili Preschool offers a play based program based on the Walker Learning approach where children's interests are central. In 2017 parents can choose sessional preschool (Monday –Friday 8:15 – 11:15 a.m.) or two and a half day preschool (Wednesday – Thursday 8:15 – 2:30 Friday 8:15 – 11:15 a.m). If our numbers grow we may be able to offer a sessional afternoon session too. On Fridays we make sure pre-school children have lots of opportunities to visit the 'big' school so they are very familiar with it when it's time for them to start transition. Our award winning CARE's program also helps our pre-schoolers make the transition to 'big' school

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## REPORTING TO PARENTS

We have an ongoing commitment to make reporting to parents as informative and as useful as we can. We are always interested in your ideas.

The current practice is that there are written reports at the end of Terms 2 and 4, a formal interview at the end of Term 1 and a student led conference during term 3. Interviews can be arranged at other times at the request of parents. Just contact the teacher or front office staff.

## SCHOOL SUPPORT SERVICES

The Department of Education is committed to ensuring that all students with disabilities can enjoy the benefits of education in a supportive environment that values diversity, inclusion and participation.

Schools are required under the [Commonwealth Disability Discrimination Act 1992](#), the [Disability Standards for Education 2005](#) and the Northern Territory [Anti Discrimination Act 2011](#) to ensure that students with disability who require assistance are able to participate in education on the same basis as students without disability.

Disability and Engagement personnel provide services across disability, behaviour and mental health.

This service delivery model is consistent with the *Response to Intervention* approach (National Centre on Response to Intervention, 2010). This approach integrates assessment and learning processes into a multi-level system to maximise student achievement and to minimise behavioural problems. The approach uses data to:

- support students to achieve learning outcomes
- monitor student progress
- provide evidence based supports
- adjust the intensity and nature of the supports
- identify and support students with disabilities.

This approach is consistent with a range of strategic initiatives but importantly has explicit links to the improvement agenda described in the *Education NT School Review (2013)*.

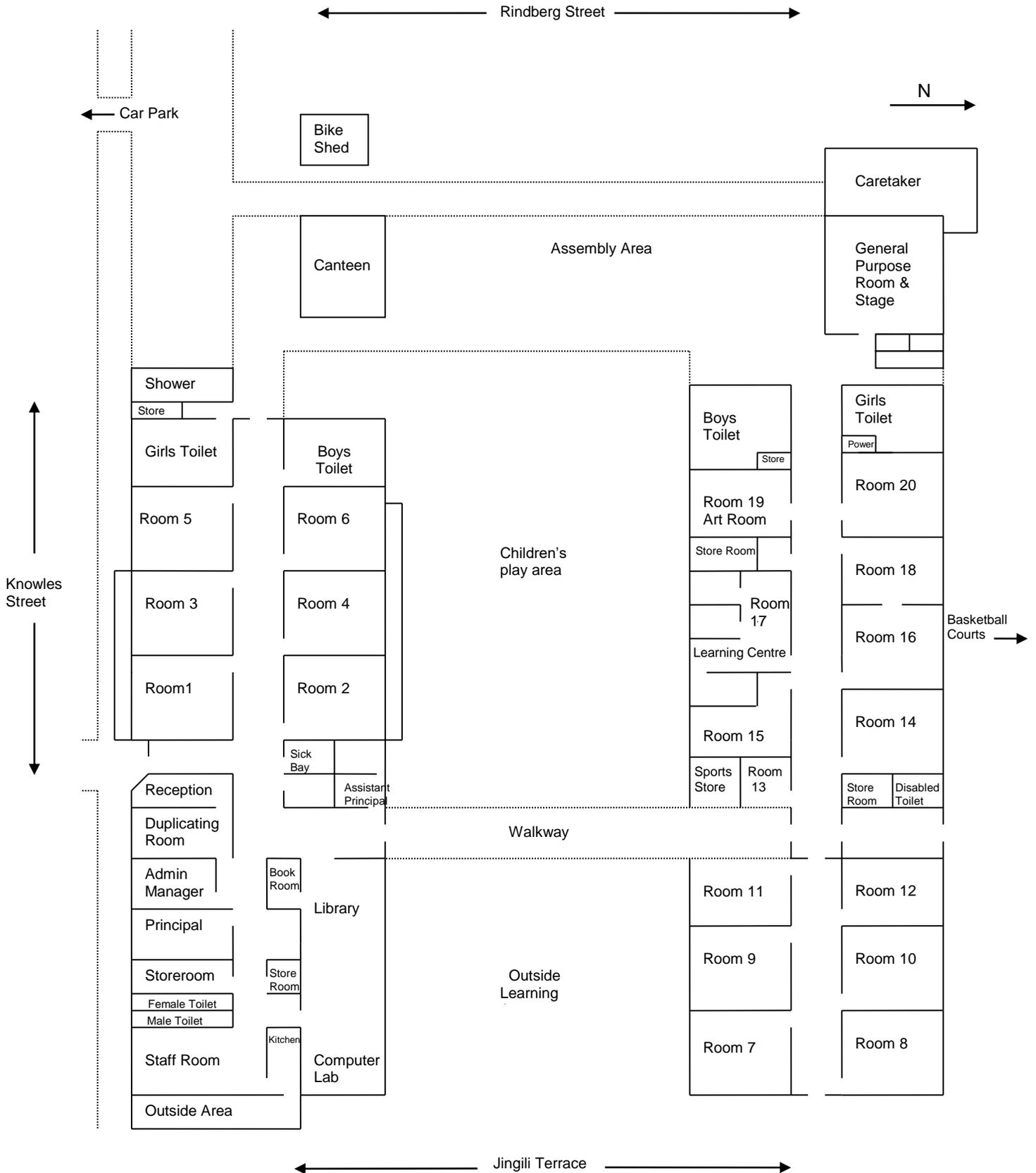


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**INFORMATION**

**LEAFLETS**

# JINGILI PRIMARY SCHOOL MAP





# JINGILI PRIMARY SCHOOL

## Sun Protection Policy

### Rationale

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of developing skin cancer. Australia has the highest rate of skin cancer in the world.

Skin cancers account for 81% of all new cancers diagnosed in Australia each year.

Melanoma is the most diagnosed cancer for 15 – 44 year olds.

This policy is followed all year round in the Territory.

### Objectives

The goals of the SunSmart Policy are to;

- Increase student and community awareness about skin cancer and sun protection
- Encourage the entire school community to use a combination of sun protection measures all year round
- Work towards a safe school environment that provides shade for students, staff and the school community
- Assist students to be responsible for their own sun protection
- Ensure that families and new staff are informed of the school's SunSmart policy

### Sun Protection strategies:

- All students and staff use a combination of sun protection measures throughout the day to ensure they are well protected. Particular care is taken between 10am and 3pm when UV levels reach their peak.
- The SunSmart policy is considered when planning all outdoor events e.g. assemblies, camps, excursions and sporting events. Where possible, we have outdoor activities or events earlier in the morning or later in the afternoon, or we try using indoor venues.

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## 1. Shade

- The school committee makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate e.g. Lunch area, canteen, outdoor lesson areas and popular play areas.
- In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
- The availability of shade is considered when planning excursions and outdoor activities.
- Students are encouraged to use available areas of shade when outside. Students who do not have appropriate hats or outdoor clothing are asked to stay in the shade.

## 2. Clothing

- Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is made of close weave fabric and includes shirts with collars and longer sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.

## 3. Hats

- Students are also required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats whenever they are outside. School hats are available for sale through our office.

(Please note: Baseball caps do not offer enough protection and are therefore not recommended.)

## 4. Sunglasses [SUGGESTED]

- Students and staff are encouraged to wear close fitting, wrap around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

## 5. Sunscreen

- SPF 30+ broad spectrum, water resistant sunscreen is available for staff and student's use. Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours if outside for long periods.

## Role Modelling

- Staff act as role models by:
  - wearing sun protective hats, clothing and sunglasses outside

- 
- applying SPF 30+ broad spectrum, water resistant sunscreen
  - seeking shade whenever possible
  - Families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, sunglasses and sunscreen) when participating in and attending outdoor school activities.

## Curriculum

- Sun protection and skin cancer awareness programs are incorporated into appropriate areas of the secondary school curriculum and in all levels of the primary curriculum.
- Students are encouraged to be involved in initiatives to promote and model sun protection measures to the whole school community.
- SunSmart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school homepage, parent meetings, staff meetings, school assemblies, student and teacher activities and on student enrolment.

## Review

- The school council and staff monitor and review the effectiveness of the sun protection policy every three years and revise the policy when required.

For further information please contact:

The Cancer Council Northern Territory

**Ph:** 8927 4888      **FAX:** 8927 4990

**Email:** [healthpromotion@cancernt.org.au](mailto:healthpromotion@cancernt.org.au)



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# Wellbeing & Behaviour Management Policy



***Respect  
Responsibility  
Resilience***

This document should be read in conjunction with **Well-Being Framework 2013, Anti-bullying Policy & Safe Schools NT Code of Behaviour** procedures documents.

## **1. POLICY**

At Jingili Primary School we believe that all students have the ability to succeed in a safe, supportive and caring environment.

## **2. BUSINESS NEED**

Department of Education and Children's Services are committed to providing a safe, supportive and respectful teaching and learning community that promotes student well being in conjunction with the National Safe Schools Framework and the Safe Schools NT Code of Behaviour.

## **3. SCOPE**

The purpose of the Behaviour Management Policy at Jingili is to ultimately create a safe, fair learning and social environment. Respect, Responsibility and Resilience are to be fostered across the Jingili Community through positive statements, explicit teaching of appropriate behaviour and rewards. Expected behaviours related to Respect, Responsibility and Resilience are outlined in a behaviour matrix which will be explicitly taught and visible across learning areas. Outlined in the SWPBS.

We believe students need to learn appropriate ways to behave at school that reflect and parallel the values of the wider community. The Behaviour Management Policy reinforces this by stressing desired behaviours, responsible actions and logical consequences.

Consequences for behaviour need to be clear and consistent. Explicit teaching of expectations, behavioural consequences and visible reinforcement must occur across the school. However, it is important to consider the logical consequence appropriate to the individual student, scenario and context. It is vital that within the school all parents/guardians, staff and students understand the fairness of this approach and that flexibility is sometimes required.

For this Behaviour Management Plan to be successful all adults and students have a role in the development & implementation of Behaviour Management.

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## 4. DEFINITIONS

Clear & consistent definitions need to be known by all in the Jingili community.

**SWPBS** – School Wide Positive Behaviour System

### **Bullying**

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

### **Cyberbullying**

An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself (Smith et al., 2008:376)

The use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another. (Belsey, 2008)

### **Rainbow Chart**

A progressive chart used in the classroom used as an indicator of behaviour for students.

## 5. ROLES AND RESPONSIBILITIES

### **PARENTS/GUARDIANS**

Although it is not the school's role to insist in any way how parents and guardians care for their children, it is hoped that parents and guardians will recognise that the following areas will assist their children at school:

#### **Communicating-**

Advising of absence of children.

Participating in parent/ teacher interviews.

Advising teachers of any changes in the child's life.

Talking through any problems or difficulties parent and/or child is having at any time.

#### **Being prepared for school-**

Having adequate food, suitable clothing, rest, school equipment and staying home when ill.

Arriving on time each school day.

#### **Taking an interest in your child's learning-**

Listen to them read.

Join in school activities where possible.

Talk to the teacher about their learning.

### **STAFF**

All staff work together with parents, guardians, families and students to build positive and collaborative school and classroom atmospheres with a challenging yet appropriate program. This is based on well planned and organised teaching and learning in conjunction with positive reinforcement of appropriate behaviours.

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**At Jingili Primary School we promote wellbeing and positive behaviour through:**

- Providing a positive, safe, supportive and inclusive learning environment
- Being responsive to students' concerns.
- Catering for individual differences in learning and behaviours.
- Providing well thought out teaching learning programs.
- Modelling & explicitly teaching values, responsibilities, school/classroom rules and consequences.
- Negotiating according to the needs of the children.
- Rewarding respectful, responsible and resilient behaviour.
- Use Rainbow Chart in class to give students feedback on behaviour.
- Have consistency as well as flexibility across the school.
- Be seen to be fair and just for all.
- Teach children how to appropriately challenge teacher decisions.
- Make Behaviour Management Policy & Procedures, including in class behaviour management, accessible to all.
- The supervising teacher (in any school day context) be responsible for dealing with incidents that occur, so that a satisfactory conclusion is achieved.
- Comply with Mandatory Reporting Guidelines

**Acknowledging, rewarding exemplary & improving behaviour by:**

- Verbal praise & acknowledgement
- Stickers
- Certificates & Merit Awards
- House Points
- Individual teacher rewards in class e.g. raffle tickets, games, table points, reward box
- Visit to senior staff for positive encouragement
- Ongoing communication
- Playground token sticker system

**STUDENTS**

Academic- All students are expected to participate in all learning to the best of their ability.

Social- All students need to learn how to be respectful, responsible and resilient towards other students and adults in the school.

Safety- That actions are well thought out and students act accordingly to their surroundings.

- Respect and care for own and other's property.
- Keep our school clean and tidy.
- Practise conservation and the reduction of rubbish in the school through recycling and reusing.
- Allow others to learn as well optimising their own learning opportunities.
- Actively participate in the learning opportunities and activities provided, such as sports, excursions, special events, specific roles established for students- SRC, House Captains.
- Classroom- Maintain a safe, happy and collaborative learning environment.
- Playground- look after each other, share equipment and play areas fairly.

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## **ALL**

### **Being clear about unacceptable behaviour & consequences**

At Jingili Primary School students, staff and parents will be made aware that the following student behaviours (not limited to this list) will not be tolerated and could result in suspension or police involvement.

- Assault-punching, kicking, hitting, sexual
- Verbal abuse-swearing, threats, insults, racial comments, rumors, teasing
- Property offences-destroying property, throwing objects, stealing, vandalism
- Bullying including cyber bullying and harassment
- Obscene or offensive acts
- Absconding-leaving school grounds without permission
- Substance use or possession

At Jingili Primary school the following disruptive student behaviours (not limited to this list) will not be tolerated:

- Refusing to complete work
- Refusing a reasonable request
- Rudeness/discourtesy
- Disturbing others
- Put downs
- Calling out
- Leaving classroom without permission

The above behaviours could result in one or more consequences listed below.

### **Our school's responses to unacceptable behaviour**

Where possible consequences to a behaviour should follow a logical and natural progression.

In class disruptive behaviour or playground disruptive behaviour

- Corrective strategy e.g. tactical ignoring, re-direct, positive reinforcement, restating direction, Real Justice Questions, resisting power struggles.
- Remind, Warn, Act
- Time Out in class
- Time Out in Buddy Class
- Removal from class
- Reflection time during breaks
- Mediation
- Restorative process
- Parent contact
- In school suspension
- Formal suspension
- Community Service
- Walk with Teacher on duty

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### **Ongoing unacceptable behaviours**

- Support from Behaviour Support Team, special education teacher and management.
- Support from Student Services
- Access to alternative programs
- Support from Positive Learning Centre
- Individual Behaviour Plans
- Use of support staff e.g. ISA's

## **Anti-Bullying**

### **How do we prevent bullying at Jingili Primary School?**

Strategies to prevent bullying will only be effective when placed within the context of a culture in which respect for others is consistently taught and demonstrated across all facets of school life. The values, which represent the antithesis of bullying, must be continually affirmed in words and actions.

Action:

- The school will implement all Principles of the National Safe Schools Framework.
- The school will keep appropriate records of all bullying incidents.
- The school will work with the parents of the victim to assist their child to avoid being bullied in the future.
- The school will initially assist the bully to change his/her behaviour.
- Specific programs will be implemented in all classes.
- The School will support all staff in ongoing professional learning in the area of anti-bullying.
- Resistance to behaviour change and repeated offending will lead to consequences ranging from detention to suspension.
- The school will work with the parents of the bully to establish joint strategies for behaviour modification.

## **6. RELATED POLICY, LEGISLATION AND DOCUMENTS**

DECS National Safe Schools Framework  
DECS Safe Schools NT Code of Behaviour  
Mandatory Reporting Policy  
NT Standards of Professional Practice for Teaching  
Jingili Primary School Drug Policy  
Jingili Primary School ICT Policy



# Jingili School Student Rainbow Flowchart

All students begin the day on 'Ready to Learn'.

As the day progresses, students names are pegged up if they are well behaved or pegged down if they are poorly behaved. You usually move the pegs one space at a time, unless you are trying to make a point.

## Examples of Positive Behaviour:

- Sitting Sensibly
- Packing Up
- Helping Others
- Being Resilient
- Staying on Task
- Being Honest
- Using Manners
- Completing Tasks
- Demonstrating the 3Rs

## Examples of Negative Behaviour:

*(dealt with by class teacher)*

- Disruptions
- Nonsense
- Put Downs
- Not Helping
- Getting off Task
- Being Dishonest
- Being Rude
- Vandalism

Outstanding

Great Job

Good Day

Ready to Learn

Slow Down

Think About It

Teacher's Choice

Parent Contact

If students are on 'Outstanding' at the end of the day, they are awarded with an 'Outstanding Award'.

Positive behaviour also might warrant:

- Verbal Praise
- Caught being Good Tickets
- Special Privileges

For mid/low range **Negative Behaviour**

a student's peg moves to **Slow Down**, **Think About It** and then to **Teacher's Choice**.

The 1st Teacher's choice usually warrants

10-15 minutes timeout in class.

***The student is then reset.***

The 2nd time a student reaches Teacher's Choice warrants 10-15 minutes in a designated 'buddy class'.

***The student is then reset.***

The 3rd time a student reaches Teacher's Choice warrants a Blue Think Tank Slip.

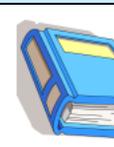
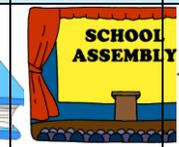
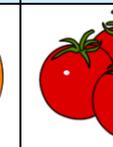
**(Lunch Time Detention)**

## Jingili School Wide Positive Behaviour Support

At Jingili we believe in encouraging and acknowledging positive behaviour displayed by students. Our aim is to establish a school climate in which appropriate behaviour is the norm for all students. We have developed a positive behaviour system around the Jingili 3R's- Respect, Responsibility and Resilience. The Wellbeing team along with all Jingili staff has designed a matrix that highlights expected behaviours within the school. Each section of this matrix is explicitly taught to students, practiced and rewarded over time. Students who display these behaviours will be rewarded through the 3R's reward system. They will collect stickers and certificates that accumulate and awards that reflect their continued efforts.

The Matrix is a guide for all Jingili Community members. We hope to develop a common understanding and celebrate Respect, Responsibility and Resilience with in our community.

### 3 R's Matrix

	Enterin g and Exiting Jingili	Office	Library	Assembly Area/Cant een	Under Cover Areas	Toilets/ Bubblers	Playgrounds	Sporting Arenas	The Garden
									
	<b>USE MANNERS AND BE KIND</b>								
<b>Respect</b>	Be calm	Use a quiet voice  Use furniture sensibly  Wait in line	Use a quiet voice  Use furniture and equipment sensibly  Take turns  Share  Include others	Clap for success  Listen carefully  Keep noise down  Include others  Take turns  Wait in line	Keep noise down  Take Turns  Share  Include others	Keep noise down  Be private  Be considerate  Wait quietly  Wait in line	Be considerate  Include others  Take turns  Share	Be fair, make fair teams  Listen to umpire  Shake hands  Take turns  Include others	The tools  The plants right to grow  Stay out of garden beds
	<b>WEAR SCHOOL UNIFORM &amp; PACK A HAT</b>								

<p>Get to school on time</p> <p>Look after your things</p> <p>Stay off the road</p> <p>Lock up your bike</p> <p>Wear a helmet</p> <p>Sit sensibly at drop off zone</p> <p><b>Remember the 4Rs</b></p> <p>Recognise, Refuse, Run, Report</p>	<p>Walk</p> <p>Go when you have to</p> <p>Be quick</p>	<p>Walk</p> <p>Put books away</p> <p>Tuck in chairs</p> <p>Stack pillows</p> <p>Log off</p> <p>Shut down</p> <p>Pack up when the bell goes</p>	<p>Walk</p> <p>Put rubbish in bins</p> <p>Use handballs only</p> <p>Stand/sit quietly</p> <p>Sing the National Anthem</p> <p>Keep your hands to yourself</p>	<p>Walk</p> <p>Put rubbish in bins</p> <p>Get a drink and go to the toilet when the bell goes</p>	<p>Walk</p> <p>Wash your hands</p> <p>Turn off taps</p> <p>Conserve paper</p> <p>Conserve Soap</p> <p>Go during breaks</p> <p>Be quick</p> <p>Put paper towel in bins</p>	<p>Stay on your side</p> <p>Look after equipment</p> <p>Put rubbish in bins</p> <p>Leave sticks alone</p> <p>Get a drink and go to the toilet when the bell goes</p>	<p>Play by the rules</p> <p>Share fields/courts</p> <p>Look after sports equipment</p> <p>Stop when the bell goes</p> <p>Participate</p> <p>Personal best</p>	<p>Feed the chickens</p> <p>Water the plants</p> <p>Let fruit grow</p> <p>Work as a team</p> <p>Put rubbish in bins</p> <p>Leave tools and equipment where you found it</p> <p>Pack up</p>
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**IGNORE TEASING AND SPEAK WITH A TEACHER**

<p><b>Resilience</b></p>	<p>Wait patiently for lifts</p>	<p>Wait patiently for assistance</p> <p>If you are sick or hurt yourself, be brave</p>	<p>Wait patiently for duty teacher</p> <p>If you miss out on a computer, be brave</p>	<p>Wait patiently for food</p> <p>Sit patiently at assembly</p>	<p>If there is wet weather, be understanding</p>	<p>Wait patiently for turns</p>	<p>Wait patiently for turns</p> <p>Be in.</p>	<p>Keep trying</p> <p>Don't give up</p> <p>Lose graciously</p>	<p>Be hard working</p> <p>Stick at it</p> <p>Wait your turn</p>
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## **Respect Responsibility Resilience Reward system.**

When behaviour expectations are taught it is extremely important to acknowledge when these behaviours are occurring in the context of the children's regular routines.

### **Classroom settings-**

In each classroom there is a Rainbow Chart (see previous page). All students have a peg with their name on it. They begin the day on *Ready to Learn*. As the day progresses students are pegged up if they are well behaved or pegged down if they are poorly behaved. If the child gets to *Outstanding* a certificate is sent home. A graph is kept in each class showing how many *Outstanding* awards children have achieved. When children have achieved 10 *Outstanding* awards these can will be traded for special bronze stickers then, silver (20) and gold (30) certificates.

Class teachers will also award children special merit awards at assembly each fortnight for academic effort and good citizenship.

### **Non-classroom settings-**

All Jingili students are rewarded with a token when displaying RRR in the playground. These tokens are then placed in containers in their classrooms corresponding to their house team. (Forest, Earth and Ocean). The tokens will be counted as house points each week and added on a spreadsheet over the year. At the end of the year the house team with the most points is awarded the house team of the year cup. The tokens are given to reward RRR behaviours that have been explicitly taught in the classroom each fortnight. Teaching focus is derived from the RRR matrix and based on current school needs. The RRR focus will also be displayed in the office and announced over the public address system.



# JINGILI SCHOOL COMMUNITY

## ANTI-BULLYING POLICY

### **Rationale**

The purpose of this policy is to build a safe and supportive school where bullying, harassment and violence are not acceptable and to create an environment in which all children are valued and feel safe in line with the *National Safe Schools Framework*.

### **Jingili School Position**

At Jingili School every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps are necessary to stop such behaviour.

### **Aims**

To promote a secure and happy environment free from threat, harassment and put-down behaviour and where positive values and attitudes are nurtured. To show commitment to overcoming bullying by practising a fair but firm and consistent approach.

### **What is bullying?**

Bullying is an act that causes hurt or fear in another person. It may be deliberate or a result of thoughtlessness. It may be a physical attack on the person or their property. It may be verbal teasing or insulting. It may be indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student. Bullying behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours can be verbal, written, social, psychological and physical. They may also involve the use of technology (eg mobile text messaging, emails). They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.

### **How do we prevent bullying at Jingili School?**

Strategies to prevent bullying will only be effective when placed within the context of a culture in which respect for others is consistently taught and demonstrated across all facets of school life. The values, which represent the antithesis of bullying, must be continually affirmed in words and actions.

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**Strategies to prevent bullying will fall within the following broad categories:**

- 'values education' is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged, eg Tribes Agreements
- 'across the curriculum' values teaching, eg Essential Learnings
- clear statements from staff about the nature and unacceptability of bullying
- teaching and learning programs specifically related to bullying, eg Friendly Schools and Friendly Families
- teaching more positive ways of resolving conflict, such as working co-operatively within the classroom and playground
- staff and upper primary students as role models, particularly those in leadership roles such as SRC representatives etc.
- provision of activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which help to develop compassion, eg buddy classes
- appropriate provision of counselling or other support services
- provision of support for parents through information seminars, support networks.

**The Role of Teachers:**

- Act as role models of caring and tolerant behaviour.
- Listen to reports of bullying.
- Protect the victim from further harm.
- Act to stop the behaviour recurring.
- Raise awareness through the curriculum.
- Teach resilience skills to students.

**The Role of Students:**

- Students who are being bullied must speak to their teacher, parents, trusted adult/friend and give them full details of the event
- Students who witness the bullying will intervene if they are able or immediately seek teacher assistance if they can't intervene.
- Use the skills they have been taught.

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## **The Role of Parents:**

Parents play a key role in the support of both the victims and the perpetrators of bullying. The school must work in partnership with parents in the resolution process. Parents can assist in the following ways:

- Let your child know that bullying in any form is never acceptable. Listen to your child and take their feelings and fears seriously.
- Make sure your child knows that being bullied is not their fault.
- Avoid calling your child names, like “weak, sook, wuss”. Don’t tell them “not to worry, to forget it, to toughen up.”
- Avoid bullying tactics around your child, so they don’t get mixed messages.
- Avoid the urge to take everything into your own hands unless absolutely necessary, as this will make your child feel less in control.
- Help your child feel good about the other things in their life, feed their self-esteem.
- Work collaboratively with the school.

When it is clear that your own child is the bully, recognise the seriousness of the issue and support the school in implementing this policy.

## **Action:**

- The school will implement all Principles of the *National Safe Schools Framework*.
- The school will keep appropriate records of all bullying incidents.
- The school will work with the parents of the victim to assist their child to avoid being bullied in the future.
- The school will initially assist the bully to change his/her behaviour.
- The "Friendly Schools and Families" program will be implemented in all classes.
- The School will support all staff in ongoing professional learning in the area of anti-bullying.
- Resistance to behaviour change and repeated offending will lead to consequences ranging from detention to suspension.
- The school will work with the parents of the bully to establish joint strategies for behaviour modification.



# JINGILI SCHOOL COMMUNITY

## DRUG POLICY

### Rationale

Jingili School Community is committed to providing a safe and supportive learning environment for all students. The use of drugs including pharmaceutical, tobacco, alcohol and illicit drugs for both medical and recreational purposes is prevalent in our society. Our school has a responsibility to help students develop the skills, knowledge and attitudes necessary to make informed decisions about all forms of drug usage. The school aims to address the Drug Education needs of our school community through a whole school approach.

### Definition

A drug is defined as: 'any substance, with the exception of food and water which, when taken into the body, alters its function physically, and/or psychologically' (*World Health Organisation 1968*). This definition includes all drugs, eg analgesics, alcohol, tobacco, cannabis, amphetamines, narcotics and other prohibited substances. Solvents, though not classified as drugs, are also included in this definition.

### Prevention

Prevention is designed to educate and therefore discourage the school community against the overuse of alcohol, medicinal drugs or the use of any harmful substance such as tobacco or illicit drugs.

The following preventative measures will be implemented:

- Regular professional development in Drug Education will be provided for all staff;
- Drug Education will be included as part of an integrated curriculum for all children at all year levels;
- Drug Education will aim to develop students' knowledge, attitudes and skills to enable them to make informed, responsible decisions about drug use as a part of a healthy lifestyle;
- Opportunity will be provided for the involvement of parents and community members in the Health and Drug Education programmes;
- Regular review of the needs of our school clientele;
- Annual review of the school's Drug Education initiatives and policy.

### Intervention

Whilst on school premises, at any school function, excursion or camp, Jingili School does not permit students to:

- Smoke and/or possess tobacco products;
- Consume and/or possess alcohol;
- Deliberately inhale volatile substances (solvents);
- Possess and/or use pharmaceutical drugs for non-medical purposes;
- Possess and/or use illegal drugs;
- Possess and/or use drug-related equipment, except in the case of lawful medical use.

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## **Medications**

See D OF E Policy on Medications in Schools.

## **Procedures**

At all times staff must:

- Ensure safety of student/s;
- Ensure the principles of natural justice are applied;
- Ensure a calm environment to deal with the situation;
- Seek the cooperation of the student/s and inform students of proceedings;
- Ensure student/s are placed under adult supervision.

## **ACTIONS**

1. Emerging Situation
  - Inform Principal/Senior Teacher.
  - Begin initial investigation.
2. Inform student of suspicions and concern for their welfare.
3. Principal/Senior Teacher gathers and collates information. Student and property involved isolated.
4. Contact Parents/Carers and inform them of the situation. If confirmation is given that an illicit drug is involved, suspend the interview with the student and contact School Based Constable or General Duties Police officers as this is now a matter for the Police.
5. Review evidence and determine further action.
6. Student and Parent/Carer informed of decision.
7. If school rules have been breached, consequences will apply.
8. Relevant personnel within Department will be informed of the situation and the necessary procedures undertaken.
9. Follow up Counselling for all parties involved.
10. Re-entry meeting to occur before student returns to school.

## **Reference Documents:**

D OF E Schools Policy Handbook  
D OF E Schools Management Handbook



# JINGILI SCHOOL COMMUNITY

## COMPULSORY UNIFORM POLICY

Reviewed & updated Nov. 2011

### Rationale

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Uniform Policy.

### Historical

In 2006 the Minister for Employment, Education and Training advised Principals to begin the process of developing and implementing a policy for the introduction of Compulsory School Uniforms in 2008. The Jingili Community School Council ratified a dress code of a compulsory uniform after consultation with staff, students and the parent community in 2007.

This policy requires that all students from Transition to Year 9 in Government schools wear a School Council approved school uniform.

The Compulsory School Uniform Policy applies from the year 2008. Review of the uniform items will be made every three years and the Policy will be reviewed annually by the School Community Council.

All students from Jingili Primary School will wear a uniform as specified in this dress code and aspects of the dress code are in accordance with Department of Education policy.

### Aims

In adopting a Compulsory School Uniform Policy, the Jingili Community School Council identifies the key purpose as:

- Fostering in our students a sense of collective and individual pride in their school;
- Allowing students and the wider community to identify with the school;
- Providing greater safety and security on site and when travelling, by the quick identification of our students;
- Providing clothing styles which are economical for parents and reduce the competitive dressing;
- Provides clothing which is safe and suitable for all primary school activities.

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## **The Uniform**

Jingili students are expected to wear the Jingili School polo shirt with the Jingili School logo at all times. In 2013 students will also have the option of wearing Jingili School shirts incorporating their house logo. The polo shirt must be worn in combination with the following:-

### **BOYS**

- Maroon shorts or pants
- Shoes: Running shoe, casual enclosed shoe or sandals
- Hat: bucket or broad rimmed in accordance with the Sun smart policy

### **GIRLS**

- Maroon skirt; shorts, pants or skorts
- Shoes: Running shoe, casual enclosed shoe or sandal
- Hat: bucket or broad rimmed in accordance with the Sun smart policy

Alternatively girls may elect to wear

- Dress: checked blue/maroon

Please note:

- If parents wish for their child to be in a 100% cotton uniform it must have the school logo on the uniform.
- Hats are compulsory for physical education and when outdoors all year round in accordance with the Sun smart policy
- Running shoes or enclosed footwear must be worn for physical education
- On days of physical education, girls are encouraged not to wear skirts or dresses.

## **Purchasing**

Uniform items are available to be purchased from the front office during school business hours. Parents are able to utilise the NT Governments Back to School Voucher Program if they wish. Second hand uniforms will be available at reduced prices.

We appreciate donations of second hand uniforms from students who have outgrown them or who are leaving.

## **Enforcement of Dress Code**

In order to preserve the rights and equality for students, Jingili Primary School has ratified the following guidelines dealing with exceptions and sanctions. The Compulsory Uniform Policy applies during school hours, to and from school and when engaged in any school activity. It is expected that all students will attend school in school uniform and that teachers and parents will encourage the compliance with the dress code. Parents are expected to send a letter if for some reason their child is out of uniform.

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Uniform free days will allow students whose parents so desire, to attend out of uniform on these days. (Sun smart rules still apply)

Students not complying with the dress codes will be spoken to by the school leadership team. Second hand uniform pieces will be offered for students to borrow for the day. Further non compliance will include follow up with the parent/carer.

Staff who notice a child/children frequently out of uniform should refer them to the school leadership team for follow up. The Principal/Assistant Principal may at their discretion, negotiate with parents either in person or by letter, the non-compliance with dress code.

### **Exemptions**

In order for the Council to comply with equal opportunity, a process of exemption is required.

The Principal may, at their discretion grant an exemption, (short or long term) from part or all of the uniform, where a parent/carer can demonstrate a sound reason eg, health reasons, on the basis of Cultural/Religious beliefs or particular economic hardship

All requests for an exemption should be in writing, addressed to the Principal.



# Home Learning Policy Statement

Rationale	<p>Home learning is an integral part of the school’s total program and is regarded as a reinforcer of learned concepts and extension of school activities in the home.</p> <p>Our School Policy is consistent with Departmental Policy which states: “Relevant homework supports a student’s educational program and is a key strategy for connecting learning at home and at school. Teachers are responsible for setting and checking home learning. It is the responsibility of the Principal, in consultation with the school council, to develop and implement a home learning policy, and to ensure that the school community is aware of the policy and the respective roles and responsibilities contained within it.” – DECS policy, version number 1.</p>
Aims	<p>Our aim is to set home learning that is relevant and meaningful to each child’s learning. Weekly home learning is intended to help each child to develop good study habits for their future education and parental guidance is beneficial in this process.</p>
School actions	<p><i>Parent responsibilities</i> Jingili Primary school recognises parental responsibilities when it comes to home learning. Accordingly, all home learning, with the exception of daily reading, is to be agreed by parents. By indicating on the Home Learning Agreement form parents confirm that they wish their child to have set home learning. With this, the parent accepts the responsibility of guiding their child/ren with their home learning. Parents also have the option to indicate on the form that they do not wish for their child to receive home learning this year.</p> <p><i>Teacher responsibilities</i> At the beginning of each year, classroom teachers will send home their home learning routine and expectations. This expectation will then apply to all children until the end of Week 5, Term 1. This period is a time for parents to consult with the teachers regarding their expectations and any concerns about home learning they may have. After Week 5, parents are required to identify their preferred home learning option and promptly return the completed form to the class teacher. The selected home learning option covers two terms. Parents may change the selected home learning option at the commencement of the semester.</p> <p>The home learning set will be collected weekly, and after the weekend, so as to allow for individual family timetables. Jingili Primary school recognises the value of extracurricular activities, such as sporting, music and other scheduled commitments. Extracurricular activities work towards the development of the whole child.</p> <p><i>What should home learning cover?</i> Jingili Primary School has adopted a literacy approach called DIPL (Doorways Into Practical Literacy) and as a part of this approach students receive homework which consists of various literacy activities (dictation, spelling test, applying spelling rules to activities).</p> <p><i>Home reading Program</i> All students are expected to participate in Jingili’s Home reading Program whether their parents have agreed to their child receiving homework or not.</p> <ul style="list-style-type: none"> <li>• Students will select (with support) home reading books daily</li> <li>• Students will return home reading books with reading log completed and signed by parents daily</li> <li>• For students who are reading novels, they must read for at least 20 minutes per night and record their reading in a home reading log.</li> </ul>
Date review	Term 4, 2013



## YES, YOU CAN HELP YOUR CHILD TO READ

Until your child came to school you were your child's main teacher. Now the school is sharing this task with you. One of the many learning experiences at school is reading. Both the time and the way that learning to read happens will be different for every child.

Encouragement is the key to making sure that your child develops confidence as a reader and enjoys reading now and in the future.

Quite a lot is now known about what happens when we read. Reading is more than recognising or sounding out words. It is seeing print and attaching meaning to it; it is sharing ideas and information through print.

Take this sentence: "The dog jumped over the fence". To read this sentence with understanding, we need to know:

- What a "dog" is
- What a "fence" is
- What "jump" means
- What "over" means
- The way a sentence is constructed
- Something about print.



This information comes from our past experiences of the world and of language. Such experiences are the foundation for reading.

Here are some ways you can help your child have the experiences needed to become a successful reader.

### HOW TO HELP

- Encourage your children to talk with you about everyday things – things you see when out shopping or in the car, television programs, things children draw or build. In this way you can extend the words they understand and the ways they can share ideas through language.
- Read stories to your children every day. The stories may be in English or in any other language your children understand. Make it an enjoyable time – perhaps at bedtime. Through stories, you share your pleasure in books and help your children get to know the language used in them.
- As you read, hold the book so the children can see it too. You might run your finger smoothly along under the lines as you read, so that children become aware of some of the features of print, such as where to start reading.

- Encourage children to join in the parts they know by heart, thus building confidence in their abilities as readers.
- Not all print is in books. The breakfast table usually has plenty of print on it – on the cereal packet, the margarine container, the bread wrapper. So do road signs, service station stops, shops. Whenever your children comment on this print, respond enthusiastically – for example “Yes the same world is on the label too. Can you find it?”
- When children draw, or when you have been talking together, write down one of their sentences and stick it on the wall or refrigerator.
- Encourage the children to write too. Their writing at first may look like scribble, but it means something to them. They are learning to communicate through print.
- When your children bring home sentences from school, ask them to tell you about the sentences. It doesn’t matter if the words aren’t exactly right. Sometimes they won’t remember what the sentence says, so ask them to tell you about the picture. Then you can respond, “That’s what it says, doesn’t it! ‘I am riding my bike’.”
- When your children bring home their books, share their excitement with them. At first, they will “read” by remembering the sentence patterns or looking at the pictures. This is a natural stage in learning to read. As they get to understand more about reading, they will use the print message more. The most important thing is that you encourage them to make sense of what they read. If what they read doesn’t make sense, repeat it and ask, “Is that the way we say it?” or “Does that make sense?” If children get stuck on a word, don’t ask them to sound it out. Ask them a question that will give them a clue to the difficult words such as “Where were they going?” or “What do you think he is doing?”
- When children are independent readers you can continue to share reading with them through talking about their reading, listening to them read or by reading their books yourself.

### TRY TO

- Make reading time a pleasure, not a chore.
- Let your children feel that they are doing well.
- Encourage their attempts to make sense of what they read, instead of drawing attention to their mistakes.
- Give children clues to help them work out unknown words instead of making them sound out the words.

### REMEMBER

Encouragement is the key to success!



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## **PROCEDURES FOR STUDENTS WITH A MEDICAL CONDITION**

- Student is sent to see the Front Office staff.
- A trained First Aid Officer will assess the student and treat accordingly. Minor cuts and bruises will be treated and student can return to class.
- Contagious conditions will be treated as per the Department of Health guidelines, including exclusion from school if necessary.
- Parent/Guardian will be contacted and asked to collect child if illness or injury requires further medical attention or if child is to be excluded from school. Parents will be informed about all head injuries.
- In the case of an emergency, an ambulance will be called for immediate assistance and transport to hospital. The school has ambulance cover.
- Parent/Guardian must sign child out at the front office before leaving school grounds.



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# NT TERM DATES

## 2018

### Semester One

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<b>Term 1</b>	<b>Monday 29th January – Friday 13 April</b> (Teachers resume Thursday 25th January)
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Term break	Monday 16 April – Friday 20 April
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<b>Term 2</b>	<b>Monday 23rd April – Friday 29th June</b>
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Semester break	Monday 2 <sup>nd</sup> July – Friday 20th July (3 weeks)
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### Semester Two

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<b>Term 3</b>	<b>Tuesday 24 July – Friday 29 September</b> (Teachers resume Monday 25 July)
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Term break	Monday 1st October – Friday 12th October (2 weeks)
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<b>Term 4</b>	<b>Monday 15th October – Thursday 13th December</b>
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## 2019

### Semester One

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<b>Term 1</b>	<b>Monday 29th January – Friday 12 April</b> (Teachers resume 25th January)
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Term break	Monday 15 April – Thursday 18 April
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<b>Term 2</b>	<b>Tuesday 23rd April – Friday 28th June</b>
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Semester break	Monday 1st July – Friday 19th July (3 weeks)
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### Semester Two

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<b>Term 3</b>	<b>Tuesday 23 July – Friday 27 September</b> (Teachers resume 22nd July)
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Term break	Monday 30th September – Friday 11th October (2 weeks)
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<b>Term 4</b>	<b>Monday 14th October – Thursday 12th December</b>
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Link to term dates

<https://nt.gov.au/learning/primary-and-secondary-students/school-term-dates-in-nt>