



Ingle Farm Primary School

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**Government
of South Australia**

Department for Education
and Child Development

Dear Parents/Carers,

Welcome to our school!

At Ingle Farm Primary School we pride ourselves on providing a high-quality, academic and social learning environment, which is both caring and supportive of individual students. We consider ourselves rather unique in terms of primary schooling in South Australia. The school itself is comprised of three sectors:

- The **Primary sector** which caters for Primary School aged children from Reception to Year 7
- The **Intensive English Language Program** which serves the needs of young people from Reception to Year 7 who are newly arrived in Australia and require intensive English language support
- The **Special Education sector** which caters for students from Reception to Year 2 with Communication and Language disorders and students from Year 3 to 7 with intellectual disabilities

We are committed to providing an educational program that meets the needs of students from all nations, serving, as we do, a multicultural community. We believe that our diversity of cultures, languages and experience is a source of strength, inspiration and knowledge. Located in the northern suburbs of Adelaide, Ingle Farm Primary offers the security of an established, structured curriculum combined with contemporary, dynamic and innovative educational practice.

Our highly qualified and skilled professional staff is committed to providing for all aspects of a student's growth: the academic, the intellectual, the creative, the social, the physical and the emotional. The multicultural nature of our student population enhances the sense of community within the school, and our size enables us to maintain close and valued links with the members of our school community. When you enrol your child at this school we know that he/she will be as proud of our school as our staff and students are. If you have not already had the opportunity to do so, I invite you to have a personal tour of the school with a member of our leadership team to witness the marvellous educational environment we offer.



Vanessa Mortimer
Principal

CONTENTS

WHAT WE STAND FOR, AND BELIEVE	4-5
CURRICULUM OVERVIEW	6-10
SPECIAL PROGRAMS	11
Intensive English Learning Program	
Special Education & Language Disorder Classes	
Support Staff	
Out of School Hours Care	
SCHOOL TERM DATES	12
DAY TO DAY ACTIVITIES AND PROCEDURES	
School hours	12
Absence / attendance / lateness	13
Leaving school early	13
Visitors	13
School Uniform	13
Excursions	14
Assemblies	14
Canteen	14
Car parking	14
Homework	14
Hot weather/Wet weather	14
Mobile phones	15
Personal belongings	15
School newsletter	15
Sun protection	15
Telephone numbers	15
PARENTS AND OUR SCHOOL	16
Meeting with your child's teacher	16
Student progress and reports	16
Parent Teacher Interviews	16
Written Report	16
Our Governing Council	16
Family Zone	16
Ingle Farm Children's Centre	16
CHILD HEALTH AND WELFARE	
Emergency contacts	17
Illness at school	17
Medication at school	17
Dental health	17
Emotional health	18
Immunisation	18
Illness and infectious disease	18

WHAT WE STAND FOR, AND BELIEVE

At Ingle Farm Primary our goal is to provide an educational environment that develops in each learner a passion and a purpose for learning and the social practices, citizenship skills and cultural identity to participate and contribute to a cohesive society. We are proud of our rich and diverse heritage. Consequently through our teaching and curriculum we are striving to strengthen social harmony and develop an understanding of the multicultural nature of Australian society. We are committed to equity, social justice, multiculturalism, reconciliation and countering racism.

At Ingle Farm Primary we aim to develop students who are:

- Positive about themselves and optimistic about their future
- Highly motivated learners who are literate and numerate
- Able to critically analyse information, make informed choices, generate solutions and act creatively
- Committed to preserving our natural environment and resources
- Creative and productive users of new technologies
- Able to establish a healthy lifestyle, and make creative and satisfying use of their leisure time
- Confident, articulate and respectful of others beliefs, values, cultures and points of view
- Successful citizens who have a sense of social responsibility

Our School Values

As a school community we have identified the following core values we base our behaviour and actions:

Valuing Difference - Celebrating Learning - Working Together



Our teaching practice is guided and informed by the following principles:

- Learning is more powerful when students are inspired, motivated and focused through their participation in meaningful, enjoyable and challenging tasks that are relevant to their life experiences and connect with their world beyond school.
 - Learning and self-esteem are enhanced when all individuals and groups that make up our school community are valued and treated with respect and when students have friends at school.
 - Learning is more meaningful when we share our life experiences, cultural beliefs, ideas, perspectives, interests and values
 - Learning improves when we value and encourage student input, self-reflection and responsibility.
 - Learning is enhanced when assessment is used to inform teaching and students receive constructive and informed feedback regarding their progress.
 - Learning is most effective when the educational program takes into account differing learning styles and abilities.
 - The quality of learning is heightened when students are engaged in activities that incorporate and value deep and creative thinking
 - Learning is enhanced when students develop a set of practices to collect information and share what they know.
 - Students learn successfully when they can work individually and collaboratively in an organised, stimulating and safe learning environment with structured routines with work at their level.
- **Three school rules – Follow staff instructions immediately
Put your hand up to speak in lessons
Use safe hands, mouths and feet**



CURRICULUM OVERVIEW

Australian government schools work with a national curriculum called the **Australian Curriculum**.

Twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or subjects. That is why the Australian Curriculum has identified a comprehensive set of knowledge, skills and dispositions or [General Capabilities](#) that will assist students to live and work successfully in the twenty-first century.

The [Shape of the Australian Curriculum v8.0](#) identifies seven general capabilities to be addressed in the Australian curriculum. These are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding

The seven capabilities of the Australian Curriculum are interwoven through the following eight [Learning Areas](#):

- English
- Mathematics
- Science
- HASS – Humanities and Social Sciences
- HPE – Health and Physical Education
- Arts
- Design and Technology
- LOTE - Chinese

THE LEARNING AREAS

English

In English, students develop their Literacy skills as listeners, speakers, readers, viewers and writers. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce multimedia texts emerging through the growth of information communication technologies. Students learn to understand and use the English language appropriately in its many forms - spoken, written and multimedia - and as a result will be able to participate in a range of activities in the home, in the community and in the workplace.

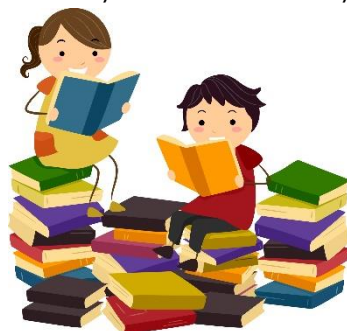
What does this look like in the classroom context?

Woven throughout the school day and with a particular focus during the Literacy block, students are engaged through shared stories, singing, imaginative play, role play, games, chants, listening to and participation in formal and informal discussions. Students are given opportunities to participate in whole group, small groups, with a partner and individually to consolidate prior knowledge, while developing and refining new skills with support from peers and their classroom teacher. Students work towards developing and refining their preferred handwriting style, through modelling, tracing, use of mini whiteboards and various other writing, drawing and creative forms of expression. Students explore concepts of oral language and sound identification through the use of the multi-sensory Jolly Phonics systematic approach. Students investigate rhyme and repetition through familiar stories, nursery rhymes and songs. The natural progression of skills from sound awareness, blending and heading toward independent reading is followed based upon the needs of each learner.

A 'Jolly Phonics/Reading at home' parent information session will be offered early in Term 1 with ideas and ways to support and engage children at home.

Benchmarks in Literacy

All year levels have expected benchmarks for their achievement standards, based upon the Australian Curriculum guidelines and Departmental recommendations. It is expected that by the end of Reception, Students will reach Level 10 in reading and will know 150 sight words. Teachers will provide student progress in both mid-year and end of year written reports.

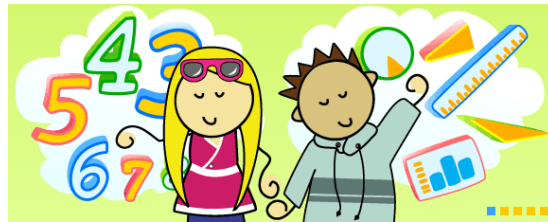


Mathematics

Mathematics is a way of understanding the world through the use of number, measurement and space. Learners investigate and analyse mathematical problems through investigating, comparing, reflecting, and testing information to work out possible answers. They develop the mathematical skills and understandings that they need in all areas of their lives. They explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning.

What does this look like in the classroom context?

In Mathematics, students challenge ideas and understanding through exploration of concrete materials and participation in collaborative learning. Using 'hands-on' equipment, students can represent their ideas, explore possibilities and aim towards the next step, by explaining and recording their learning and investigations. Students are motivated by tasks that challenge and extend, while giving opportunities to explore and manipulate. Participation in daily warm-ups provide students with ways to revisit taught concepts daily, in a fun and engaging way. Using Smartboard technology, mini whiteboards and manipulative materials, students engage in the learning of Maths through a variety of means. Learning stations and set tasks provide opportunities for students to explore with a specific goal directed focus for learning.



Science

The emphasis in science is on learners developing understandings of the physical and biological world in which they live, and an appreciation of the relationships they have with these worlds. To do this, learners need an understanding of the use of scientific processes such as investigating, collecting and interpreting information, and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to learners' success in this area. Students learn about the sciences involved with the earth in space, energy systems, life systems and matter.

What does this look like in the classroom context?

Students engage in investigations relating to a particular topic or focus. Together with support from the teacher, students develop questions, share ideas and build word walls, understanding and unpacking the language of a given topic and how it relates to them or their personal experiences. Participating in partnered or group activities encourage learners to collaborate ideas and share prior knowledge.

HASS – Humanities and Social Sciences

In HASS, children and students increase their understanding, knowledge and skills and develop attitudes and values to help them participate as active and informed citizens in their local and global society.

Learning takes place through a range of disciplines and studies including history, geography, Aboriginal studies, civics and citizenship, studies in religion and environmental education.

Through these studies, learners will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society, and
- the relationship between society and the environment.



What does this look like in the classroom context?

From Reception-Year 2, students focus on two topics in the HASS curriculum - History and Geography. In History, students are exposed to the concepts of past, present and future and relate these concepts back to their own personal history. Families are often a topic of interest that lead the inquiry. In Geography, students begin to explore places of importance and their connections with the community and local surroundings.

Arts

In the Arts students learn:

- to create art works through practice and experience in dance, drama, media, music and the visual arts
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of dance, drama, music, media and the visual arts
- how the arts are being changed by new technologies
- about the arts industry and the potential career pathways it offers.

What does this look like in the classroom context?

Students are given opportunities for free creative expression or guided learning activities that explore the use of and manipulation of materials for creative purposes. Students may be provided with a stimulus, connected to an area of learning and investigation. Singing, movement to music, chanting, role-play, games and exploration through creative visual arts media, encompass the varied means of arts learning, integrated across the curriculum.



Design and Technology

Design and Technology is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Design and Technology covers engineering, information and communication technology, multimedia studies, electronics, robotics, food and textile studies. Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students 'make' they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change.

What does this look like in the classroom context?

Design and Technology combine the exploration and critiquing of how things work, how they fit together and how to make things better. For students in the classroom environment, discussions, strategies for improvement and ways to describe and manipulate materials for different purposes are often a collaborative process, encouraging students to work together toward a common goal.

Health and Physical Education

Through Health and Physical Education children and students learn about people's physical, intellectual, emotional, spiritual and social aspects. This learning area focuses on:

- 'participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills
- Child Protection



Through these, students will

- develop a positive outlook on lifelong participation in regular physical activity
- grow personally and socially in order to benefit themselves and others
- develop understandings and take action about health and its importance for both the individual and the community
- understand their right to feel safe and respect the needs and safety of others

What does this look like in the classroom context?

Students engage in learning that takes place both indoors and outdoors. In P.E, students focus on vital co-ordination skills such as throwing, catching, climbing and running. Building on social skills such as turn taking and team building exercises also become a focus for learning. Students are encouraged to participate and work together. In Health, students learn about taking care of themselves, what it means to be healthy and a strong emphasis is placed on learning about personal safety through the delivery of the Child Protection program.

SPECIAL PROGRAMS

INTENSIVE ENGLISH LEARNING PROGRAM

This consists of Reception to Year 7 classes which cater for students of non-English speaking backgrounds who have recently arrived in Australia. Students come to the program from across the north-eastern suburbs.

Students work in this intensive English language program until they are ready to join mainstream classes, when they usually enrol in their local school. Students generally remain in IELP for between 6 and 18 months, depending upon their previous educational experience and exposure to English.

This program is an integral part of our school, and adds multicultural richness of educational experience for all of our students.

SPECIAL EDUCATION AND SPEECH AND LANGUAGE DISORDER CLASSES

These two classes cater for students with specific learning difficulties. Again, the students of these classes are referred to us from schools across the northern and eastern suburbs to take advantage of our specialist staff and programs. Each class has a low teacher/student ratio and is able to offer students the individual assistance they require, and the regular assistance of Speech Pathologists and Special Education staff.

Students from these classes may be integrated into our mainstream classes at various times of the day to ensure they receive the benefits of working in a larger, more general group.

SUPPORT STAFF

Students in our mainstream classes also have support in their learning from our:

- English as a Second Language teacher, who works with students from non-English speaking backgrounds who need extra assistance.
- Aboriginal Education Staff i.e. Aboriginal Community Education Officer and Aboriginal Education Teacher who work with students, parents and staff to ensure Aboriginal students' needs are addressed.
- SSO's (School Support Officers), who work with all students identified as needing extra support with their learning, particularly with the development of Literacy skills.
- SSO who supports children with articulation difficulties.

OUT OF SCHOOL HOURS CARE / VACATION CARE

This program operates Monday to Friday from the "Brown Unit". It is managed by paid qualified staff, who are employed by our Governing Council. The program is available to children aged 5 to 13 years.

Times are as follows:

Before School Session: 7:00am – 8:30am

After School Session: 3:05pm – 6:00pm

Vacation Care is available during school holidays from 7:00am to 6:00pm

For more information please contact the school or the **Director, Karen Willis, on 8262 7208.**

SCHOOL TERM DATES

The term dates for 2016 are listed below.

Term 1:

01/02/2016 – 15/04/2016

Term 2:

02/05/2016 – 08/07/2016

Term 3:

25/07/2016 – 30/09/2016

Term 4:

17/10/2016 – 16/12/2016

DAY TO DAY ACTIVITIES AND PROCEDURES

SCHOOL HOURS

8:35	Yard supervision begins in the playground and courts area
8:55 – 10:05	Lesson 1
10:05 – 10:55	Lesson 2
10:55 – 11:15	Recess
11:15 – 12:05	Lesson 3
12:05 – 12:45	Lesson 4
12:45 – 12:55	Lunch in the classroom
12:55 – 1:25	Lunch playtime
1:25 – 2:15	Lesson 5
2:15 – 3:05	Lesson 6
3:05	Dismissal

ABSENCE / ATTENDANCE / LATENESS

Regular attendance of children at school is crucial to their learning and well-being, and children are legally obliged to attend school from enrolling until they are 16 years old.

Students are expected to be in their classroom and ready for learning by 8:55am

It is expected that whenever your child is absent you will notify the school either by phone (8262 4864) on the day, SMS (0416 906 278), or by a note when the child returns to school. All absences will be followed up by class teachers.

If a child is frequently late or absent parents will be contacted and it may be necessary for the school to advise our School Attendance Counsellor.

Families who are on holidays during term time are asked to let the school know. If the holiday is longer than a week there is a form, available from the Front Office, which the Education Department requires to be filled out.

LEAVING SCHOOL EARLY

Students are not permitted to leave the school grounds between 8:35am and 3:05pm unless collected by a parent/caregiver. If you wish to collect your child(ren) early from school we ask you to come to the Front Office to sign your child(ren) out at the time of picking them up. You will be given a slip to hand to the teacher. This ensures the safety of all students.

VISITORS

All visitors to school outside of normal drop off/pick up times, must present to the Front Office for signing in and collection of a Visitors lanyard. This process ensures the safety of all individuals on the grounds of the school.

SCHOOL UNIFORM

A school dress code and colour code has been established by our Governing Council. Our school colours are red and navy blue. Students are expected to wear only these colours.

Clothing must also ensure that the duty of care of school staff can be achieved through the wearing of clothing that does not duly expose children to harmful ultra violet radiation.

Safe and appropriate footwear is essential, so that students can participate in the full range of learning activities, particularly for Physical Education. For safety reasons we ask that jewellery be kept simple and to a minimum. No makeup is permitted.



EXCURSIONS

These are an important part of our educational program. Each family will be advised of these well before the day so that consent forms and money can be returned. We are unable to take children out of the school on excursions without consent from parents.

If at any time you have difficulty in meeting the cost of excursions, please speak to us or enquire at the office about a time payment plan. We want all children to have the opportunity to participate in activities.

Parents are always welcome and are in fact sometimes needed to assist on excursions. They are a lot of fun and the children tend to feel special when their parents come along, particularly the younger students.

ASSEMBLIES

Occur 3 times per term, celebrating children's learning. Families are welcome to attend and will be informed of dates via our school newsletter

CANTEEN

Our Canteen is run by volunteers. It is open every day at recess and lunchtime, and provides healthy and interesting food for students.

Price lists and menus are sent home in our newsletter and are available at the canteen, as are paper bags for ordering lunches at 10 bags for 10c. Children order their lunches in the mornings in their classrooms.

Volunteer help in the canteen is always needed and appreciated. If you can assist please contact the Front Office on 8262 4864.

CAR PARKING

Please observe the **NO STANDING** signs in Belalie and Montague Roads. **We need your help to help keep our children safe at all times.** Please encourage your children to use the crossing lights on Belalie, Beovich and Montague Roads.

For the children's safety the staff car park is not to be used for "dropping off or picking up" children. Please use the visitors' car park adjacent to Montague Road when visiting the school. (See attached Flyer)

HOMEWORK

We ask that parents/caregivers spend time reading with their children. Individual teachers set homework if and when it is required. Bookmarks are available with questions you may like to ask your children to build comprehension in reading.

HOT WEATHER / WET WEATHER

Because our school is air-conditioned there is no change to our school times on very hot days. In very wet or hot weather students may be required to stay indoors during recess and/or lunch times. This will be in exceptional cases because of the extensive shelter and shade surrounding our buildings.

The library is air-conditioned so even if play continues children who feel the effects of heat may choose to spend their lunch play time in here.

MOBILE PHONES

Some children bring mobile phones to school. We understand that this can be for safety reasons, especially where students walk or catch a bus home.

If mobile phones are brought to school they are to be left at the Front Office before school and collected at the end of the school day.

If there is an emergency during the day, students have access to the school phones. If a parent needs to phone in with any messages this can be done through the Front Office on 8262 4864.

PERSONAL BELONGINGS

All clothing, school bags, lunch boxes, etc. should be clearly marked with your child's name. As students often do not recognise their own belongings, name tags will help us to return all lost property.

SCHOOL NEWSLETTER

This will be sent home with students on every two weeks. It will contain important dates, reports on school activities, updates on school policies, parent surveys and information from community groups. Parents are welcome to contribute items.

SUN PROTECTION POLICY

We require all children to wear a sun smart hat (not a cap) whenever they are outside during Term 1 and 4. Students without hats are required to play in an area of solid shade, such as under verandas, on the undercover playground and in the library. The school provides hats on enrolment which will be worn during time spent outside during school hours. Sunscreen will also be made available. Replacement hats are available from the Front Office for \$5. Teachers prefer students to keep their hats at school.



TELEPHONE NUMBERS

Ingle Farm Primary School	8262 4864
Before and After School Hours Care	8262 7208
School Canteen	8260 6238
Dental Clinic (GP Plus- Modbury)	7425 8700
Ingle Farm Children's Centre	8260 3511
Family Zone	8349 6099

PARENTS AND OUR SCHOOL

We encourage parents to be involved in the school at a level with which they feel comfortable. This can include helping in classrooms, assisting in the library, volunteering in our Canteen, helping on class and sports excursions. Volunteer training and a police clearance may be required. For more information please contact your child's teacher or a member of the leadership team.

MEETING WITH YOUR CHILD'S TEACHER

Students benefit when parents and teachers share their knowledge and work together. You know your children as individuals in a wide range of situations. The teacher knows your child within the context of school. There is much we can learn from each other to ensure your child gets the best from their education. You are invited to visit teachers to discuss your child's progress. If you wish to speak to the teacher privately, an interview time can easily be arranged.

Please take advantage of every opportunity to establish and maintain communication with child's teacher and the school. Some of these include:

- Informal discussions with your child's teacher
- Parent/teacher Acquaintance Afternoon
- Student diaries or Communication Books
- The school newsletter (fortnightly)
- Class newsletters
- Formal progress reports and interviews
- Learning Journey Day
- Open Days

STUDENT PROGRESS AND REPORTS

The reporting structure at Ingle Farm Primary School provides for both oral and written reporting according to the needs of the audience. Areas for improvement are identified for both teachers and students to develop a focus for learning through goal setting.

PARENT-TEACHER INTERVIEWS

Parent-Teacher interviews take place late in Term 1 and are offered again early in Term 3. They provide opportunities for open communication between parents and caregivers, students and teachers about the students' social development, academic progress and behaviour. The students can be valued participants in these meetings. Their views, opinions and ideas are taken into account in developing action plans for the future.

WRITTEN REPORTS

A written report comes home at the end of Terms 2 and 4 and provides information on student progress in the areas of study and other aspects of schooling, such as attitude and social skills. In Receptions, students are not graded on the A-E system. Students are given comments regarding participation and effort. Parents are encouraged to make a time to meet with their child's teacher to discuss progress or any issues they may be having. This can be arranged directly with the child's teacher at a mutually convenient time.

OUR GOVERNING COUNCIL

The Governing Council plays an important part in the management and development of our school. It is responsible for ensuring that the community's wishes and ideas are incorporated into the schools education program, and is a key body in school decision making.

The Governing Council may establish sub-committees to oversee and advise on various aspects of our school.

Governing Council meetings are held twice a term in the staffroom. All interested parents are welcome. You are also invited to raise issues of interest or concern to you through your Council representative. These meetings are conducted in a relaxed and friendly atmosphere.

FAMILY ZONE

Family Zone is located on the grounds of our school. It is a fun, safe place for families with children 0-12 years in our area. Family Zone offers various programs and courses with their aim being to encourage, help and support parents in their important role of being a parent. Parents and caregivers are invited to them or drop in for a chat. Family Zone can be contacted on 8349 6099.

INGLE FARM CHILDREN'S CENTRE

The Children's Centre offers services and links with organisations in the community with a focus on children birth to 5 years. CAFHS, Occasional Care and a Kindergarten are available amongst other activities. The Children's Centre can be contacted on 8250 3511

CHILD HEALTH & WELFARE

EMERGENCY CONTACTS

The school aims to maintain up to date records of emergency contact information. **We ask that you let the Front Office know if your phone numbers or address change, and also if your child's emergency contact people or their phone numbers change.**

ILLNESS AT SCHOOL

If a child is too ill to remain in class, parents will be notified and requested to take him/her home. Please ensure the school is informed about any changes of parent contact numbers, or medical conditions of children.

If we are unable to make contact with parents we then contact the nominated emergency contact person. If still no contact can be made with an adult, the student will stay in the sickroom.

MEDICATION AT SCHOOL

Please note that no medication is able to be given to students at school without written doctor's instructions or a pharmacist's label on the container. In most circumstances medication should be administered by parents, but if no practical alternative exists please discuss this with your child's teacher and the Principal or Head of School, so that appropriate arrangements can be made.

DENTAL HEALTH

Children from our school are able to receive free dental treatment from the GP Plus Super Clinic. SA Dental Service is located on the corner of Smart Road and Hatherleigh Avenue, Modbury. Parents are responsible for making appointments and taking their children to and from the clinic, which is open Monday to Friday from 9:00am to 5:00pm. The clinic phone number is 7425 8700.

EMOTIONAL HEALTH

A child's time at school is most beneficial when the child is happy and well, and has a positive outlook on life. It is just as important to care for a child's emotional well-being as it is to care for his/her physical well-being. If you are concerned that your child is having emotional problems that are affecting him/her at home and/or at school, please contact your child's teacher or Head of School. We may be able to help, but even if we can't, we can refer you to people who will be able to help. It is important for children to be encouraged to discuss troublesome problems with you or sympathetic adults at the schools so that early solutions can be found.

IMMUNISATION

Please ensure your child has been fully immunised. The Ingle Farm Community Health Centre provides this service free.

ILLNESS AND INFECTIOUS DISEASE

If your child is ill please do not send him/her to school. Please let us know of any infectious diseases contracted by your child. Children suffering from the following must be excluded from school for the indicated lengths of time:

- Conjunctivitis – after being treated child must stay home until discharge from eyes has ceased
- German Measles (Rubella) and Chicken Pox – 5 days after spots/rash appear
- Hand, Foot & Mouth Disease – until all blisters have dried
- Measles – 7 days after spots appear
- Mumps – 10 days from onset of symptoms
- School Sores – after being treated sores must be covered
- Head Lice – children may remain in class, but must be treated before the next school day. Special solutions will need to be purchased from the Chemist. After treatment the “dead eggs” should be combed out with a fine tooth comb. School Card families can receive free shampoo from the Front Office. Please check your child's hair weekly.