

CLEVE AREA SCHOOL

ADMINISTRATION

BUSSTOP  
SHELTER

# CLEVE AREA SCHOOL

## Parent Information 2021



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Dear Parent/s / Caregivers,

Welcome to you and your family to Cleve Area School. I trust that your association with the school will be rewarding and enjoyable.

We believe that the school is recognised widely for the quality of its educational programme and commitment to excellence as well as its friendly climate and caring staff.

Staff and I value the spirit of co-operation that exists between parents and students and the people working within the school that support this ethos.

This co-operation is underpinned by clear communication at many levels.

This booklet is designed to inform you of the organizational procedures and policies which help our school to run smoothly.



On a more personal note, please feel free to make contact with me directly if you have any queries regarding the education of your children. I look forward to meeting with you and welcome your participation in the life of the school community.

Yours faithfully,

**Ray Marino**

Principal

## GENERAL INFORMATION

Cleve Area School has an enrolment of approximately 300 students.

Cleve Area School has a teaching staff of about 30 with up to 15 part time non-teaching staff at any one time. We have a privately operated business that offers a lunch time canteen service and 8 school buses to transport students to and from school each day with the furthest student travelling from Darke Peak each day. Other buses come from Port Neill, Arno Bay, Mangalo, Wharminda and Alsbra Park.

Our school values are **CARING**, **RESPECT**, **ENTHUSIASM** for Learning and **WORKING** together (CREW) and our school ethos should take these into account when setting class and school rules.

Teachers are expected to maintain high personal standards as role models for students, meet the expectations of parents when working with their children and develop a rapport with students which results in mutual respect between students, parents and teachers. Teachers are also expected to maintain their professional dignity and support DECD and the local school by engaging in positively promoting the school.

Our current Leadership team is:

<i>Principal</i>	<i>Ray Marino</i>
<i>Deputy Principal</i>	<i>Trevor McDonough</i>
<i>Year 7 - 12 Learning Improvement Coordinator</i>	<i>Joanne Turner</i>
<i>Student Pathways Coordinator</i>	<i>Seonie Robst</i>
<i>Learning Technologies Coordinator</i>	<i>Callum Agnew</i>
<i>Agricultural Coordinator</i>	<i>John Solly</i>
<i>R-12 Well-Being Coordinator</i>	<i>Jordan Hooper</i>
<i>School Finance Officer</i>	<i>Fiona Ward</i>

## HISTORY OF THE SCHOOL

The building of the Cleve Methodist Church in 1885 gave the local community the opportunity to establish a school - the need for which had been felt for some time. Mary McEwan was the first teacher with 38 pupils.

It became obvious that the situation was unsatisfactory, so a site was chosen on the edge of the eastern parklands, and a small stone cottage was erected. The teacher lived on the premises. The original schoolhouse built in 1911 was opened on 29 April, 1912. When Cleve Area School became a reality, this building was used for the teaching of boys' craft. Unfortunately it was destroyed by fire in November 1972. A cairn was erected in the school grounds to commemorate both its building and destruction.

In May 1947 site work was started for the construction of the new area school which was opened in 1949. The building now houses the administration area, staff facilities, school community library, business education and computing rooms. The enrolment was then 235, 170 of whom travelled to and from school on buses, transport being provided free of charge to parents by the Department of Education, Training and Employment.

Schools incorporated into Cleve Area School were Cleve, Verran, Boothby, Crossville, Yadnarie, Kielpa, Cockabidnie, Mangalo, Carpa, Rudall, Rudall Centre, Murlong and Arno Bay.

Staff numbered seven plus the Principal, Mr. C.S.Lamey, who gave the school its motto - "Luceat" - let the light shine. This signified his high ideals as a teacher and his deep religious faith.

Although Agriculture had been taught for some time, in 1975 a two year Department of Education, Training and Employment Certificate in Agriculture course was introduced. This course, which is one of only three in the state, offers students at Year 11 and 12 an interesting and educationally worthwhile alternative to either leaving school and going home on the farm, completing a course that does not cater for their interest area, or just leaving school.

The school currently owns approximately 20 hectares of land alongside it and approximately 4 kilometres away the three hundred and sixty hectares of Sims Farm is situated. Sims Farm is used to further develop the Certificate in Agriculture Course and thus directly benefit the Agriculture students. Certificate students are able to participate in such activities as shearing, wool classing, mulesing, crutching, mechanics, welding, seeding, fencing and animal husbandry. Available to both boys and girls, this course attracts students from many areas on Eyre Peninsula and further afield.

1975 also saw the introduction of matriculation studies, and the school attracts students from many parts of Eyre Peninsula as well as local areas. A swimming pool was added to Cleve Area School's assets in 1976 and it has proved extremely popular with students at all levels. It is also open to the community after school hours. Learn to swim classes are held in January of each year.

The school's new Home Economics Centre was used for the first time at the beginning of the 1982 school year. The administration area was extensively renovated and staff now enjoy more satisfactory working conditions. In 1983 a new school community gymnasium was opened. It has proved to be very popular with both school students and the community.

During 1986 celebrations marking the Century of Education in the Cleve district were held. These included a formal opening ceremony, a fun sports day, school open day, two concerts, tree planting, a combined church service and the launching of the Century of Education book. Many former scholars and staff returned for the weekend.

1986 also saw the introduction of our new secondary curriculum that allowed far more choice for students as well as enabling them to work at their ability and interest level.

A spirit of co-operation exists between staff, students, parents and members of the wider community that is a feature of the school. We foster excellence and welcome parent participation in the affairs of the school.

The school's 50<sup>th</sup> Anniversary was celebrated in 1999 when many old scholars returned to join with the current school community to mark the occasion.

In 2005 the school's Administration building was upgraded with extensive remodelling, repainting and installation of a new heating and cooling system being a welcome addition!

In 2008 the Primary Area received funding from the Building Education Revolution and a new 6 classroom building complete with teacher preparation and toilet facilities was completed in a new area on the edge of the main school oval.

In 2014-15 Cleve Area School was fortunate to receive State Government funding to upgrade the Secondary area. Existing 1970 style prefab classrooms were demolished and a modern building was established which accommodates seven classrooms, teacher preparation and office area and a multipurpose teaching area.

## 1. ABSENCES

By law we are required to keep accurate records of children's attendance at school and to make a report to the DfE Attendance Officer when parents fail to advise the school with sufficient reason for a child's absence. Thus, it is expected that parents will forward a note to school explaining children's absences from school. In cases where absence may be prolonged the Principal should be notified and an exemption form should be obtained and submitted.

## 2. ACCIDENTS

A student should report accidents and illnesses to the class teacher during school time and the yard duty teacher if in the playground. The child will be checked in the sick room by personnel with accredited first aid experience. Where any doubt exists parents are informed immediately.

Parents can help by:-

- not sending ill children to school. We do not have facilities to care for sick children for any length of time and infection spreads quickly in school rooms.
- ensuring that the emergency contact phone number is always accurate.
- noting details of allergies or any health problems on the confidential health form which is filled in each year.
- giving children some idea of the type of health problems which should be reported to the teacher, e.g. any knock to the head, persistent pain as opposed to a temporary stomach ache.
- reminding children to inform the teacher.

## 3. ALLOWANCES

The School Card system provides financial assistance for many students and application details are sent home with the material and services charge invoicing package at the beginning of the year. Please contact the front office for further information. Some allowances can also be made for private vehicles travelling to and from a bus stop if over a certain distance. Please contact Julie Wetherall, the bus coordinator for further information.

## 4. AGRICULTURE, SIMS FARM AND THE TRADE TRAINING CENTRE

Cleve Area School's Agriculture learning focuses on managing and operating "Sims Farm", a 400 hectare commercially operated broadacre cropping and self-replacing Merino sheep farm. Students participate in planning for and carrying out the major activities at Sims Farm, eg seeding crops, and shearing sheep.



Agriculture is offered at the following levels.

Year 8 - (1 Semester) History and Careers, Ag Plants and Animals, Gardens

Year 9 - (1 Semester) Technology in Ag, Sustainability, Project-based learning.

Year 10 – Stage 1 Agriculture: Led Wether competition, Farm skills, Plant & Animal Science, Industry Immersion days.

Year 11 – Stage 2 Agriculture Production (Plant & Animal Science), Industry Immersion days, and if not already studying school-based apprenticeship students can commence a Certificate 3 in Agriculture (delivered under a Flexible Industry Pathway agreement with IIFP).

Year 12 - Stage 2 Agriculture Systems & the second year of their Cert 3 in Ag with IIFP, or their school-based apprenticeship.

The "Terry Hampel Agricultural Skills and Trade Training Centre" at Sims Farm, provides a comprehensively equipped farm workshop and shearing shed for dryland agricultural learning. The school also has significant links with local industry, and a key part of students learning is the time visiting local farms (Minnipa Ag Centre) and Field Days. Sponsors also have input to the learning program by them coming into school to present to students, and/or us visiting businesses to experience all aspects of industry.

## 5. ASSESSMENT AND REPORTING

The scope and nature of assessment and reporting activities will be guided by DfE and SSABSA policies, including the use of Australian Curriculum and Vocational Education in SACE agreement. In the years R-10, the Australian Curriculum provides a 'standards referenced' framework for assessment and reporting student achievement. In the post compulsory years, assessment and reporting occurs within the frameworks of the South Australian Certificate of Education (SACE).



### Assessment

Assessment is the process of identifying, gathering and interpreting information about progress in students' learning. The purposes of assessment are:

- to improve learning outcomes of all students
- to provide information about whether the learning goals of the teaching programme have been achieved
- for students to assess their progress and to make required adjustments to achieve success
- to guide further teaching and learning directions.
- to assist students to assess their own progress and make the required adjustments to achieve success.

Teachers use a variety of assessment methods to cater for the differing needs of individuals and groups. These may include:

- |                           |                   |                  |
|---------------------------|-------------------|------------------|
| • Observation             | • Peer assessment | • Competency     |
| • Conferencing/Interviews | • Tests           | • Oral work      |
| • Product analysis        | • Self-assessment | • Practical work |

What is going to be assessed and the methods used for assessment should be an integral part of a teacher's programming. Students have the opportunity to be involved in the assessment process and be given a clear understanding of the assessment strategy and criteria for assessment.

Students be given the opportunity to demonstrate skills and understandings within a variety of tasks that reflect alternative assessment methods. Teachers ensure that processes, which include skills and understandings are assessed as well as content. Students and teachers meet to discuss the results of the assessment process and assist students to further develop their learning.

### Reporting

Reporting is communicating the knowledge gained from assessing student learning. It occurs between teachers, students and parents and caregivers in many formats.

### Effective Reporting

Effective communication between teachers, students, parents and caregivers is:

- free of educational jargon, or the jargon of particular areas of study.
- about the student's work, rather than judgements about potential e.g. 'has achieved...', rather than 'could do better'.
- specific and explicit.

The Australian Curriculum provides a rich source for helping to structure comments in written and oral reports.

### Interim Reports

These are sent home at the end of term 3 for Years 8 – 11. They indicate student progress within their subject, in addition to attitude, behaviour and organisation.

### Descriptive Reports

These are sent home at the end of terms 2 and 4 for Years 8 - 11, whilst Year 12 receive them at the end of terms 2 and 3. The Australian Curriculum document is used in Years 8-10 and assists in indicating the student's final achievement within that subject (except subjects that are a full year in length).

*Levels will be reported to DfE as required.*

### Interviews

These are held at the end of term 1.

Other interviews are held at various times for subject counselling, behavioural reasons or entry into the Certificate in Agriculture course. Parents are invited to request interviews at any stage to discuss their child's learning.

### **Student Achievement Records (SAR)**

These are completed for Year 12 students during term 4 and other students intending to leave school to seek employment on request only.

## **PRIMARY REPORTING**

### **Written Reports**

All students will receive the formal written report at the end of term 2 and term 4.

Students in Years 3, 5,7 and 9 participate in the annual National Assessment Programme Literacy and Numeracy Tests (NAPLAN Test). A detailed report outlining their achievements is forwarded to parents in term 4.

### **Interviews**

All parents are invited to an interview towards the end of Term 1. Reception students usually have an interview within six weeks of starting school. Follow up interviews will occur in Term 3 at the request of the teacher or the parents.

## **6. ASSEMBLIES**

R-5 - Each class takes responsibility for hosting one of these assemblies for the year. They are used to showcase student skills and achievements. They are spaced throughout the year, with some terms having two and some having one. Whole School - Assemblies are held as the need arises and are usually held in the gymnasium.

## **7. BEHAVIOUR MANAGEMENT POLICY**

**This Policy is based on our school values: CREW**

**Caring   Respect   Enthusiasm for Learning   Working Together**



The goal of our Behaviour Management practice is to develop in students a sense of personal responsibility and accountability for their own behaviour and to empower them to make conscious moral choices based on our agreed values. This will ensure that the rights of all students to learn and all teachers to teach are protected and supported.

**We also aim to:**

- Create a safe, caring, orderly learning environment that is challenging for our students.
- Restore relationships in all behaviour management situations. eg with the teacher, with other student, with a group or class
- Provide students with opportunities and support to experience success.
- Develop a partnership between staff, students and families to acknowledge responsible behaviour.

## **CLASSROOM BEHAVIOUR MANAGEMENT**

STEP 1: PREVENTATIVE PHASE

STEP 2: CONFERENCING PHASE

STEP 3: WITHDRAWAL / TIME OUT PHASE

STEP 4: BUDDY CLASS (Primary / Secondary)

STEP 5: REFLECTION ROOM

STEP 6: TAKE HOME / INTERNAL SUSPENSION PHASE

STEP 7: GENERAL SUSPENSION AND EXCLUSION PHASE

## STEP 1: PREVENTION PHASE

Using the School Values and Positive Behaviours for Learning Matrix as a basis, each classroom teacher will negotiate with their students a set of classroom rules, boundaries, expectations and logical consequences. These will be clearly stated in a positive way and displayed in the classroom.

***In expecting safe, responsible behaviour from our students at all times, we will encourage students by continually reinforcing and reminding them of school VALUES and rules and by making the consequences of neglecting them clear.***

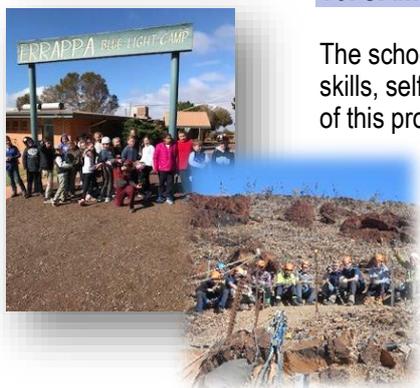
### 8. BOOKS AND STATIONERY

All students R-12 are issued with a stationery package at the beginning of each year. The Book Room located in the Administration building is open at all times if stationery is required.

### 9. BUSES

Cleve Area School has government and privately contracted buses that bring students to school. Buses arrive at approximately 8.40 a.m. and leave by no later than 3.20 p.m. Students are expected to be well behaved at all times on school buses. Any problems or issues should be directed to the Principal.

### 10. CAMPS



The school encourages outdoor education to develop in children environmental living skills, self-reliance, social relationships and better child/teacher understanding. As part of this programme the school offers regular camps at certain year levels.

### 11. CANTEEN

Lunch orders are available, catered for by a local business and menu lists are sent out regularly in the newsletter.



### 12. COMMUNITY LIBRARY

The Cleve School Community Library has a wide variety of fiction, non-fiction for adults and children alike. It also stocks DVDs, magazines and audiobooks. Any member of the public may register to become a borrower at the library. This library is linked to the South Australian One Card network which enables our users to borrow from any library in South Australia. Users can also download the Libraries SA app to their device to gain access to all of the e-resources also available for free.

This service is provided free of charge.

LIBRARY HOURS:	MONDAY	:	9.00am-3.10pm
	TUESDAY	:	9.00am- 7.00 p.m.
	WEDNESDAY	:	9.00am- 5.00 p.m.
	THURSDAY	:	9.00am- 7.00 p.m.
	FRIDAY	:	9.00am- 5.00 p.m.

**\*\* The Library is closed on all Public Holidays\*\***

Opening hours vary during the school holidays and these will be advertised in the school newsletter and on social media. Computers and a printer are also available for public use. All borrowers are required to fill in a registration form to access the One Card library network.

### **13. CONFIDENTIAL INFORMATION**

All information from parents is confidential. Information is gathered at enrolment and updated each year. It is essential that this information, used for emergencies in particular, is kept updated. A form requesting essential information will come home early in the year. Please make sure this is returned promptly. If any changes occur to this information, please contact the school as soon as possible.

### **14. CUSTODY**

The school should be informed of custody details. Where custody orders are in place, the supporting documents must be sighted. When there are specific limits on access by the non-custodial parent, it is very important to keep the school fully informed. In the absence of custody orders, both parents will have access rights.

### **15. DIARIES**

The diary is an extremely useful tool for communication between home and school. All secondary students must keep a diary. Primary students will have a diary as arranged by their class teacher. Parents are asked to sign the diary each weekend and teachers will check diaries regularly. Details of homework, absences, test results, special events and other appropriate notes may be shared via the diary.

### **16. EXCURSIONS AND CAMPS**

Excursions are organised at appropriate times to further develop the classroom programme. The value and costs of excursions are always carefully considered and information on these is sent home with consent forms for parents' signature prior to the excursion.

### **17. FACEBOOK**

The Cleve Area School, Parents & Friends and Sims Farm have a Facebook page! Check it out!



### **18. FINANCE MANAGEMENT**

A Finance Management Committee with staff and parent representatives operates the school budget as a sub-committee of Governing Council. Parents are welcome to direct questions on finance to this committee. Queries may be addressed to the school Finance Officer or Principal.

### **19. GOVERNING COUNCIL**

The Governing Council provides a forum for parents' views. Its main functions are to:

- ascertain the educational needs of the local community - and the attitude of the local community to educational developments within the school - and to advise the Principal on these matters
- advise the Principal on improvements to buildings, grounds and equipment of the school
- determine, in consultation with the Principal, how Ministerial grants to the Council should be spent
- employ persons (other than teachers) as members of the staff of the school on terms and conditions approved by the Regional Director

The Annual Meeting of Parents is held in March and advertised beforehand. The purpose of this very important meeting is to:

- Receive and discuss reports from the Principal, Chairperson of the Governing Council and conveners of other relevant parent committees in the school.
- Receive audited statements of income and expenditure concerning the school fund account, and the accounts of affiliated school organizations.
- Elect persons to fill vacant positions in the Governing Council's membership.

- Carry out other business which is relevant at the time.

## MEMBERSHIP

The membership of a Governing Council is fixed by Regulation 203 of the Education Act. In accordance with this regulation our Governing Council membership is as follows:

- Principal
- Members elected at a general meeting of the school
- Two members of staff
- District Council of Cleve Representative
- Local Member of Parliament's Representative
- Two members of the Student Representative Council
- Nominee from the Parents and Friends Association

N.B. \*\* The majority of members of a Governing Council must be parents of the school

\*\* A Governing Council must not comprise more than 23 members unless approval is given by the Regional Director of Education.

## 20. GRIEVANCE PROCEDURES

The relationship between teacher, student and family is very important. Issues or concerns that you, as parents may have regarding your child's education are most effectively dealt with if they are raised in the following ways. All personal matters such as concerns regarding student, parent and staff relationships should be raised directly with the school through the class teacher or Principal in a confidential manner.

It is important that these grievances are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is very important to do this wisely. When that matter is discussed in the student's hearing, it is important that the student understands that you have confidence that the issue will be resolved confidentially, at the school level. Unfounded criticism of the school or teacher does not support the child's education as it undermines trust and confidence. The school can only deal with issues that are raised in the ways outlined below, if we do not receive information, then we assume all is well.

The following guidelines may assist you if you have a concern:

1. Make an appointment to talk to the classroom teacher involved. (This makes the most productive use of the time available - when the teacher is free to give you his/her full attention). If you consider that the issue you have raised is still unresolved - it is important that you state this to the teacher at the conclusion of the meeting.
2. If the issues are not resolved, make an appointment with the Principal or Deputy. Let them know what subject you wish to discuss, as this will facilitate the process.
3. Meet with the Principal or Deputy Principal. Results of this meeting may include the following:
  - \* the situation is monitored
  - \* further discussions with the people involved
  - \* outside support for the child, school or family may be sought e.g. personnel such as social worker, guidance officer.
4. If you are still dissatisfied with the outcome of the meeting, phone or write to the Principal again to air your concerns. If the school does not receive further information, it is reasonable for the issue to be considered resolved.
5. If after step 1-4 you are still dissatisfied, approach the District Director or the Improvement Co-ordinator who will try to resolve the situation further. The expectations of the District Director will be that the above steps have been followed.

## 21. GYMNASIUM

The school has a gymnasium and is available for hire through the school Front Office. The gymnasium is lined and equipped for playing basketball, badminton, volleyball, and table tennis. The gymnasium is available for community hire between 4.00 p.m. and midnight on weekdays and 8.00 a.m. and midnight on weekends and school holidays. Enquiries regarding hire charges can be made at the front office of the school. Seasonal hire can be arranged after negotiation with the Principal.



## 22. HOMEWORK POLICY

Homework is purposeful out-of-class learning that seeks to enhance the extent to which each student benefits from the school's educational programme.

Students are expected to do homework in accordance with the school's policy which takes account of children's age, bus travel commitments, characteristics of the course of study and the like.

Tasks set for homework should be seen and marked as soon as practical by the teacher.

## **COMPONENTS**

Homework may include:

- Assignments of an extended nature - 2 or 3 days, or even longer
- Continuation/completion of class work, especially at the higher level
- Revision and extension tasks
- Organisational matters - diary, notes, organisation of folders

Teachers should be prepared to provide additional work for students who continually complete all work in class time to encourage the homework habit and extend the students' learning.

All students from R-12 are expected to record their homework in their diary in a manner appropriate to their year level. Students in years 8-10 are expected to record homework in their diaries during the last 5 minutes of each lesson.

Acknowledging students commitment to completing homework will be included when teachers are completing assessments and writing reports, (in regard to students' time management and organisational skills.)

Class and home group teachers will check that homework is recorded in students' diary. This can be carried out daily for R-7 classes and during the weekly pastoral care lesson for Years 8-10 students, (more often if required.)

Parents of students in R-7 are required to sign their child's diary at the end of each week and are encouraged to help their children use their diary as a planning and recording tool.

Teachers of all primary classes will inform parents of the homework expectations and use of the diary at the Acquaintance evening early in the year, and reinforce this during the year through class newsletters.

## **JUNIOR PRIMARY TO YEAR 4**

Homework patterns are developed with every encouragement given to children's regular reading practise and / or assistance with other basic skills, such as spelling, writing and tables practise etc. "Homework" could be done regularly eg reading to parents, for a short amount of time eg 5-10 minutes.

### **YEAR 5, 6, 7**

Formal homework on a regular basis is introduced. It is set on 2 or 3 nights / week - Monday to Thursday, 30 minutes maximum / night. Students may choose to do more homework if they so desire.

### **YEARS 8, 9, 10**

Homework is set on 4 nights a week according to a fixed timetable of three subjects per night. A homework timetable is developed by the staff early in each semester and communicated to the students.

Maximum time:

Year 8	30 minutes each subject
Year 9	35 minutes each subject
Year 10	40 minutes each (2 hours per night if only 4 nights used).

Most subjects (there may be a few practical subjects which are an exception) are expected to have homework of some form or another over the term i.e. assignments, projects, research, sections of work, continuation / completion of class work, test study, extension work.

### **YEAR 11 & 12**

Homework is not necessarily set on a nightly basis in the senior school. Instead most subjects set weekly assignments and it is the students' responsibility to organise their work according to the given deadline.

As a guide it is expected that one and a half to two hours per subject per week in Year 11 and 3 hours per subject / week for year 12 students are recommended as a minimum time that should be spent on homework. Weekend work is expected. Parents are urged to support the school in this matter. A note is requested if, for some reason, the student is not able to complete a homework exercise.

## GENERAL

Teachers of all year levels should follow up with students and parents if homework is not being completed on a regular basis.

***Parents are required to sign the diary at the end of each week.***

## STUDENTS ON NEGOTIATED EDUCATION PLANS (NEP's)

For students on NEP's homework allocation could be discussed as part of the NEP. It may be appropriate for some students that homework is negotiated/omitted as part of their NEP.



## 23. INFECTIOUS DISEASES

The table below gives the recommended minimum exclusion periods from school of infectious disease cases and contacts. Parents must notify the school should their child contact any of the following diseases.

### Infectious Diseases

The spread of certain infectious diseases can be reduced by excluding a person, known to be infectious, from contact with others who are at risk of catching the infection.

The need for exclusion depends on:

- o the ease with which the infection can be spread
- o the ability of the infected person to follow hygiene precautions
- o whether or not the person has some immunity to the infection (either from vaccination or past infection)
- o to a lesser extent, the severity of the disease.

A person who is not excluded may still need to remain at home because they do not feel well.

Recommended exclusion periods are based on the time that a person with a specific disease or condition might be infectious to others.

Recommended non-exclusion means that there is not a significant risk of transmitting infection to others.

For further information about diseases, please refer to the specific conditions either in the publication *You've Got What?* or at <http://www.dh.sa.gov.au/pehs/youve-got-what.htm>

The following are recommended minimum periods of exclusion from school, preschool and child care centres for cases of, and contact with, infectious diseases based on guidelines issued by the National Health and Medical Research Council in December 2005 and the ninth edition of the *Australian Immunisation Handbook*. These guidelines can also be applied to the general community and most workplaces.

However, if a child care worker has gastroenteritis, the exclusion period is for at least 48 hours after the vomiting and/or diarrhoea have ceased.

### *Recommended exclusion periods from child care, preschool and school*

Disease or condition	Exclusion of case	Exclusion of contacts
<b>Amoebiasis (<i>Entamoeba histolytica</i>)</b>	Exclude until no diarrhoea for 24 hours	Not excluded
<b>Campylobacter infection</b>	Exclude until no diarrhoea for 24 hours	Not excluded
<b>Candidiasis</b>	See Thrush	
<b>Chickenpox</b>	See Varicella-Zoster	
<b>Cytomegalovirus infection (CMV)</b>	Exclusion is NOT necessary	Not excluded
<b>Conjunctivitis</b>	Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis)	Not excluded
<b>Cryptosporidium infection</b>	Exclude until no diarrhoea for 24 hours	Not excluded
<b>Diarrhoea (no organism identified)</b>	Exclude until no diarrhoea for 24 hours	Not excluded
<b>Diphtheria</b>	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the next 48 hours later	Exclude contacts living in same house until cleared to return by appropriate health authority
<b>Food poisoning</b>	Exclude until well – no vomiting or diarrhoea for 24 hours	Not excluded
<b>Giardiasis</b>	Exclude until no diarrhoea for 24 hours	Not excluded
<b>Glandular Fever (infectious mononucleosis, EBV infection)</b>	Exclusion is NOT necessary	Not excluded
<b>Hand, foot and mouth disease</b>	Exclude until all blisters are dry	Not excluded

Disease or condition	Exclusion of case	Exclusion of contacts
<b>Haemophilus influenzae type b (Hib)</b>	Exclude until person has received appropriate antibiotic treatment for at least 4 days	Not excluded
<b>Head lice (pediculosis)</b>	Exclude until all appropriate treatment has commenced	Not excluded
<b>Hepatitis A</b>	Exclude until medical certificate of recovery is received, and until at least 7 days after onset of jaundice or illness	Not excluded
<b>Hepatitis B</b>	Exclusion is NOT necessary	Not excluded
<b>Hepatitis C</b>	Exclusion is NOT necessary	Not excluded
<b>Herpes simplex (cold sores, fever blisters)</b>	Young children and others unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions should be covered by a dressing where possible	Not excluded
<b>Human immunodeficiency virus (HIV/AIDS)</b>	Exclusion is NOT necessary. If the person is severely immunocompromised they will be vulnerable to other people's infections	Not excluded
<b>Hydatid disease</b>	Exclusion is NOT necessary	Not excluded
<b>Impetigo</b>	See School sores	
<b>Influenza and influenza-like illnesses</b>	Exclude until well	Not excluded
<b>Legionnaires' disease</b>	Exclusion is NOT necessary	Not excluded
<b>Leprosy</b>	Exclude until approval to return has been given by an appropriate health authority	Not excluded
<b>Measles</b>	Exclude for at least 4 days after the onset of the rash	Immunised and immune contacts are not excluded. Non-immunised contacts of a case to be excluded from child care until 14 days after first appearance of rash in last case, unless immunised within 72 hours of first exposure during infectious period with first case. All immunocompromised children should be excluded until 14 days after first day of appearance of rash in last case.
<b>Meningitis (bacterial)</b>	Exclude until well and has received appropriate antibiotics	Not excluded
<b>Meningitis (viral)</b>	Exclude until well	Not excluded
<b>Meningococcal infection</b>	Exclude until appropriate antibiotic treatment completed and until well	Not excluded
<b>Molluscum contagiosum</b>	Exclusion is NOT necessary	Not excluded
<b>Methicillin resistant Staphylococcus aureus (MRSA) skin infection</b>	Exclusion is NOT necessary unless infected skin lesions on exposed surfaces cannot be completely covered with a dressing	Not excluded
<b>Mumps</b>	Exclude for 9 days after onset of swelling	Not excluded
<b>Norovirus</b>	See viral gastroenteritis	
<b>Parvovirus infection (Fifth disease, erythema infectiosum, slapped cheek syndrome)</b>	Exclusion is NOT necessary	Not excluded, but people who are anaemic, immunocompromised, or pregnant should be informed of possible risk of getting infection.
<b>Pertussis</b>	See Whooping cough	
<b>Respiratory Syncytial Virus</b>	Exclusion is NOT necessary	Not excluded
<b>Ringworm/tinea</b>	Exclude until the day after appropriate treatment has commenced	Not excluded

Disease or condition	Exclusion of case	Exclusion of contacts
Ross River virus	Exclusion is NOT necessary	Not excluded
Rotavirus infection	Exclude until no diarrhoea for 24 hours	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonella infection	Exclude until no diarrhoea for 24 hours	Not excluded
Scabies	Exclude until the day after appropriate treatment has commenced	Not excluded
Scarlet fever	See Streptococcal sore throat	
School sores (impetigo)	Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing	Not excluded
Sigella infection	Exclude until no diarrhoea for 24 hours	Not excluded
Shingles	See Varicella-Zoster	
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well	Not excluded
Thrush (candidiasis)	Exclusion is NOT necessary	Not excluded
Toxoplasmosis	Exclusion is NOT necessary	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from appropriate health authority	Not excluded
Typhoid, Paratyphoid	Exclude until approval has been given by an appropriate health authority	Not excluded unless considered necessary by public health authorities
Varicella-Zoster (chickenpox and shingles)	Exclude until all blisters have dried (usually 5 days)	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Warts (common, flat and plantar)	Exclusion is NOT necessary	Not excluded
Whooping cough (pertussis)	Exclude from child care, school or workplace and similar settings until 5 days after starting antibiotic treatment, or for 21 days from the onset of coughing	Household and child care contacts (in the same child care group) of the case who have received <3 doses of a pertussis containing vaccine should be excluded from child care for 14 days from the last exposure to the infectious cases, unless they have already completed 5 days of recommended antibiotic treatment, in which case they may return
Worms	Exclude if diarrhoea present	Not excluded
Yersinia infection	Exclude until no diarrhoea for 24 hours	Not excluded

## 24. LOST PROPERTY

Unclaimed clothing is sent to the lost property cupboard. Jewellery and garments with name tags are easily returned to owners. Parents may inspect the lost property cupboard. Enquiries may be made at the front office. **PLEASE MAKE SURE ALL CLOTHING IS CLEARLY LABELLED.**

## 25. MOBILE PHONES

### Student Personal Device Ban

Cleve Area School students will be banned from using personal devices during school hours.

For the purpose of this ban, a personal device is defined as:

- A mobile phone,
- A smartwatch,
- A gaming device,
- Or any device with cellular capacity.

This ban will not apply to non-cellular MP3 players.

### R-5 Perspective

For R-5s, this means no devices outside of the classroom at recess or lunchtime.

Individual learning devices, such as iPads and tablets, used in class should be negotiated according to the child's needs and teacher's use, as per normal ICT code of conduct expectations.

Student devices should be stored in classrooms at break times.

## 6-12 Perspective

In Years 6-12, students who bring personal devices to school will be asked to submit them to Home Group teachers for storage at the front office.

Each Home Group will be assigned an expanda-file, with a 'phone log', which will be collected from the Senior School staff room at the end of Home Group.

Students will be asked to turn off devices, including data, before handing them in.

Files will be returned to Home Groups in the afternoon, following classroom clean-up and diary routines. Students can sign out their phones at the front office if they leave school during the day.

## Consequences

If a student is discovered using a personal device in school hours it will be taken to the front office and a note sent home to parents.

On the second offence, in a term, parents will be asked to collect the device from the front office and not send it to school for the remainder of the term.

## 26. MONEY AND VALUABLES

Students are requested not to bring large amounts of money or valuable articles to school.

## 27. MUSIC AND THE ARTS

Various programmes, musical instrument lessons, singing lessons for individuals and groups are available at the school delivered by private providers. Details will be conveyed to parents via the newsletter.

## 28. NEWSLETTER

A school newsletter is sent home fortnightly on a Wednesday with the youngest child in the family, or emailed, if requested. The deadline for the newsletter is Tuesday's at 11am. Please email articles to [jody.bray267@schools.sa.edu.au](mailto:jody.bray267@schools.sa.edu.au)



## 29. PARENTS AND FRIENDS COMMITTEE

Cleve Area School has a very proactive, welcoming and productive Parents and Friends Committee. If you wish to be involved with this committee please contact the front office for the main contact person.

## 30. PASTORAL SUPPORT WORKER

The school is fortunate to have the services of a Pastoral Support Worker, Deb Taheny. Her contact details can be obtained from the front office.

## 31. PRE SCHOOL TO SCHOOL ENTRY AND TRANSITION POLICY

Rationale

All children enrolling at Cleve Area School deserve a smooth transition that enables them to become part of our school, with a minimum of disruption and maximum support. The Transition programme from Kindergarten to School aims to prepare the child and Parents/Caregivers for school life. It also allows the Parents/Caregivers and teacher to assess the child's readiness for school.

DfE Policy

School Dates for 2021 – 2022

	2021	2022
Term 1	27 Jan - 9 April	31 Jan - 14 April
Term 2	27 April - 2 July	2 May - 8 July
Term 3	19 July - 24 Sep	25 July - 30 Sep
Term 4	11 Oct - 10 Dec	17 Oct - 16 Dec

Transition

Towards the end of the term 4, prior to the commencement of school, students have 6 visits, of formal transition to school, unless otherwise negotiated between school and kindergarten. Transition visits are to be on days other than Kindy days where possible. Prior to transition Reception class/es and Kindy will negotiate to visit each other.

Transition visits:

1 and 2 8:50am – 11:05am

3 and 4 8:50am – 12:55pm (require packed Recess)

5 and 6 8:50am - 3:10pm (require packed Recess and Lunch)

Parents/Caregivers are required to enrol their child and complete all other forms as required by the school. Children must be enrolled prior to starting school. A meeting will be held with the Deputy Principal / nominee and Parents/Caregivers to go through the Enrolment package.

### **32. PRESENTATION MORNING**

In early Term 4 Cleve Area School holds a Presentation Morning that celebrates the success of our students by way of class and subject displays, book prizes, certificates and awards.

### **33. REGISTER OF COMMITTEES**

A current list of the convenors of committees can be obtained by contacting the front office.

### **34. SAPSASA**

We form part of Central Eyre Peninsula Area and join with Cowell to form a zone. As part of Central Eyre Peninsula Area we enter the following team games : Football, Netball, Softball, Athletics, Cricket, Basketball and Tennis.

### **35. SCHOOL FEES**

#### **Reception - Year 7 Students**

This fee is established by the Governing Council to provide students with work books, educational materials, equipment, stationery, library resources and access to student technology in all subjects during the course of study at school. Stationery within reasonable limits and duplicating materials will be provided throughout the year. (Parents are advised that text books and materials issued to students remain the property of the school.)

#### **Year 8 -12 Students**

This fee is established by the Governing Council to provide students with work books, educational materials, equipment and stationery, library resources and access to student technology in all subjects during the course of study at school. Stationery within reasonable limits and duplicating materials will be provided throughout the year. (Parents are advised that text books and materials issued to students remain the property of the school.) Initial stationery will be included in the fee but all replacement stationery required during the year will need to be purchased at the School by the student. If a student wishes to attempt a project that requires more than the basic amount for particular subjects, parents will be required to meet the additional expense after consultation with the teacher e.g. Home Economics, Design & Technical Studies.

#### **Payment**

Fees are due in February each year. Payment can be made by cheque (made payable to the CAS Council Inc and crossed "Not Negotiable"), direct deposit to CAS Council Inc. bank account (BSB 633000 Account no 176748457 – using invoice no as a reference) or there are EFTPOS facilities at the school or over the telephone. An instalment payment schedule can be negotiated with the Principal or Finance Officer.

### **36. SCHOOL HOURS**

Junior primary, primary and secondary students share a common daily timetable. At 8.30 a.m. staff commence yard supervision.

**RESPONSIBILITY CANNOT BE ACCEPTED FOR CHILDREN ARRIVING BEFORE THAT TIME.**

## Normal Day

8.45-9.00	-	Morning home group	
9.00-9.45	-	lesson 1	45 mins
9.45-10.25	-	lesson 2	40 mins
10.25-11.10	-	Lesson 3	45 mins
11.10-11.30	-	Recess	20 mins
11.30-12.15	-	lesson 4	45 mins
12.15-1.00	-	Lesson 5	45 mins
1.00-1.40	-	Lunch	40 mins
1.40 – 2.20	-	Lesson 6	40 mins
2.20-3.00	-	Lesson 7	45 mins
3.00-3.10	-	Afternoon home group	

## **37. SCHOOL LEAVERS**

Parents of any student - primary or secondary - leaving school are asked to notify the class teacher in advance. This will enable the school to meet DfE requirements concerning relevant documentation.

## **38. SCHOOL PHOTOGRAPHS**

Photographs of class groups are taken each year in Term 3. Details are advertised in the school newsletter.



## **39. SCHOOL UNIFORM**

This is determined by the Uniform Committee in consultation with the Governing Council, staff and Student Representative Council. It is strongly endorsed by the parent community. New clothing is available for purchase from Cleve Area School.

### **Girls**

- Navy skirt
- Check dress
- Navy school shorts
- Plain navy school pants
- Navy school shirt
- Navy or white school socks, navy tights
- Navy school windcheater or ½ zip polar fleece jumper
- Navy wet weather jacket

### **Boys**

- Plain navy school pants
- Navy or light blue shirt/skivvy
- Navy school shorts with pockets
- Navy or white school socks
- Navy school windcheater or ½ zip polar fleece jumper
- Navy wet weather jacket

### **Footwear**

- Leather shoes, boots, school sandals, sneakers, joggers in– black, navy or brown
- Thongs or beach/backless sandals are NOT acceptable.

### **General**

- The only acceptable jewellery is studs or sleepers and a watch
- Make-up is not to be worn

### **Certificate in Agriculture Uniforms**

- As per stated above
- Extras available with Certificate in Agriculture logo include :
  - School certificate in Agriculture Rugby top.

### **Additional shirts or jumpers for Special Events**

All special event shirts/jumpers i.e. Year 12 jumpers, Year 12 shirt

### **Special Regulations**

Students working in Science, Technical Studies, Home Economics or Agriculture MUST wear covered in shoes and restrictions on jewellery worn will also apply to meet with safety regulations.

### **Special Recommendation**

- Term 1 & 4 School Sun Smart Policy will be adhered to. When outdoors, it is policy that each student wears a school hat, plain navy bucket or broad brim hat.

This is determined by the Uniform Committee in consultation with the Governing Council, staff and Student Representative Council. It is strongly endorsed by the parent community.

## **40. SPORT**

Each year we hold a:

- Swimming Carnival - Years 4-12
- Sports Day - Years 4-12
- Interschool Sports Day - Years 4-12
- Junior Sports Day for Years R-3
- Dash n Splash R-3

These are held during first term, except for Junior School Sports Day. All students are allocated to a house (Red-Cooranga, Blue-Killara, Green-Kahibah or Gold-Nurrugy) and trials are held to select the best for the competitions. The Physical Education Co-ordinator and House Captains do the organizing and all teachers are encouraged to help in preparations for these days.



## **41. SPORTS HOUSES**

The Houses for sports activities are Cooranga -Red, Killara - Blue, Kahibah - Green and Nurrugy - Gold. Students are placed in these houses at the commencement of each year. Once allocated a house, students remain there throughout their schooling.

## **42. STUDENT COUNSELLOR**

The Student Counsellor at the school is available to provide assistance and support to students and/or parents in the areas of:

- Goal setting, organisation, study habits
- Careers
- Work Experience placements
- Personal/relationship issues
- Interagency referral
- Sexual harassment grievance procedures.

Students may be:

- self-referred
- teacher referred
- parent referred.

## **43. STUDENTS LEAVING THE GROUNDS**

Since the school is legally responsible for providing duty of care, no student is permitted to leave the school grounds during the day unless a note from parents is provided.

When parents require their child to (say) run an errand during the day, school policy is as follows:

- a diary note, written by the parent or guardian, is required for the occasion
- this should be shown to the class teacher for signing and dating
- the diary must be carried by a student leaving the premises
- lunch time, rather than recess breaks, should be used.
- students must sign out on the iPad in the front office.

From time to time, parents who live out of town may need their children to attend to minor business matters. Generally, however, the school discourages students from leaving the premises during the day, for obvious reasons of supervision, duty of care and the like.

#### **44. STUDENT REPRESENTATIVE COUNCIL**

The school SRC is the student voice. Students wishing to improve their learning environment, conditions and express ideas should do so through their elected representatives.

#### **45. SWIMMING POOL POLICY AND GUIDELINES**

##### **POOL PROCEDURES:**

- The blue solar blanket should be neatly put on the roller and secured by five straps. The white cover must always go over the solar blanket and be secured by the straps.
- Do not allow students to sit on the safety rope and always observe pool rules with regards to student behaviour.

##### **RECREATIONAL SWIMMING:**

Students and class teachers may organize recreational swimming at lunchtimes, provided that the pool is vacant and adequate supervision is arranged. There must always be two adult supervisors present during recreational swimming, one of which must be a teacher. One supervisor is expected to watch the students from outside the pool and not swim with them. Parents can help supervise if required. If a student with disabilities is participating a supervisor needs to be allocated especially to assist and supervise that child.

Swimming supervisors require either Senior First Aid or Basic Casualty Care, be instructed in Deep Water Rescue procedures and have current CPR qualifications.

The following ratios apply for recreational swimming: R-2 1:10, 3-7 1:12, 8-12 1:15 and Students with Disabilities 1:6.

##### **TERM TIME SWIMMING:**

Organized swimming lessons are usually held during school time, in term 4 or term 1 with paid qualified instructors. Teachers act as additional supervisors during these lessons. A roster is drawn up by the designated teacher.

##### **COMMUNITY SWIMMING POOL INFORMATION**

To hire or use the swimming pool out of normal opening times this season, there must be a Supervisor - or adults present with a combination of the following qualifications:

- Current Senior First Aid Certificate
- Current CPR Certificate
- Be trained in Deep Water Rescue

Also a Pool Operator, qualified in testing the chemical levels, must be available to do water testing 3 times per day. This can be the same person as one of the above or another individual.

##### **Opening Times:**

*The pool opening times will be 4.00pm to 6.00pm weekdays and 3.00pm till 6.00pm Sat and Sun. It will only open if over 25 degrees and there is a minimum number of 5 children. Children under the age of 10 must have parent supervision. Early morning swimming and Lap swimming can be organised.*

Please note that the pool is opened in prescribed hours and under prescribed conditions as agreed by the Swimming Pool Committee. Access to the pool outside of these hours and conditions is strictly forbidden. This applies especially to unsupervised swimming and/or swimming after dark. Persons who enter the pool outside of the prescribed times and conditions may have their access revoked and charges of trespass may be pursued.



The following is an extract from the Health Regulations Act concerning swimming pools. You are requested to take time to read it. We undertake to fulfil our part of the regulations, and it is necessary that all persons (adult and child) using the pool co-operate in the spirit of these regulations.

- No person shall enter a public swimming pool, or limited access swimming pool, knowing himself to be suffering from any open wounds, sores, or any infectious disease or notifiable disease, or having so suffered, not being sufficiently recovered to be free from risk of infecting others.
- No person shall permit any child, who is prevented by disease, or by contact with disease, from attending school, or who is known to be a contact or carrier of any infectious or notifiable disease, to enter any public or limited access swimming pool, unless that person has obtained a certificate from any legally qualified medical practitioner, that there is no risk of infection from that child.
- No person shall enter any public or limited access swimming pool, unless their body and bathers are clean.
- No person shall spit, spout water, blow the nose, or do any act likely to result in discharge from the body entering any public or limited access swimming pool.
- No person shall engage in boisterous or rough play in any public or limited access swimming pool, or swimming pool enclosure.
- No person shall cause, suffer, or permit any animal to enter any public or limited access swimming pool, or swimming pool enclosure."

### **Guidelines for Pool Use:**

To maintain the water and surroundings at such a standard that the swimming pool is a safe and enjoyable place for individuals and family recreation, pool users in the forthcoming season are asked to co-operate with the following conditions:

#### **To maintain pool order, the following rules will be enforced**

1. Appropriate swimming attire must be worn, i.e. bathers - no football shorts.
2. No smoking in the pool area or surroundings - including change rooms.
3. Obey pool rules and 12th Schedule Health Act displayed at the pool.
4. No running within the inner pool area.
5. No ducking, 'bombing', pushing or unnecessary rough play in pool.
6. No climbing on the fences.
7. No spitting.
8. No foodstuffs, drinks or glass containers in the entire pool area.
9. No diving in at the shallow end.
10. No alcohol may be consumed in the area.
11. Do not interfere with safety equipment.
12. No ball games i.e. cricket to be played on the grass areas surrounding the pool.
13. Parent or Guardian must supervise children under 10 years old.
14. Showers to be of no longer than five minutes duration. Parents of minors to be financially responsible for any damage caused to change room area.

## **46. TRANSITION**

### **KINDERGARTEN/SCHOOL – See Pre School to School Admissions Policy YEAR 7 TO 8**

Some students from Port Neill Primary School sometimes attend Cleve Area School in Year 8. These students are invited to Cleve in November to meet their future classmates and to discover the layout of the school. They are given introductory lessons in all subjects they will be studying the following year.

#### **YEARS 10 TO 11**

Students are individually counselled concerning subjects best suited to their strengths and ambitions. Parents and students are asked to complete subject choices and these are negotiated with staff where anomalies arise. A transition week is held in Term 4.

#### **YEAR 11 TO 12**

Students are counselled individually concerning the range of subjects available to them. Parent nights are held (see Parent Nights). Parents and students complete the subject choice forms and negotiate with the counsellor or other teachers. A transition week is held in Term 4.



## 47. VOCATIONAL EDUCATION

Students can undertake a Certificate Qualification while studying their SACE. The training students undertake in their chosen qualification, will gain them SACE credits as well as industry experience.

### Agriculture Flexible Industry Pathway (Ag FIP)



Students can undertake a Certificate III in Agriculture (AHC30116) while in Year 11 & 12 at Cleve Area School. Students begin this Certificate at the beginning of year 11, and are encouraged to study Cleve's Agriculture subjects in Year 11 & 12 while undertaking this Certificate.

The Certificate training is delivered over 2 years by Independent Institute (IIFP), a Registered Training Organisation (RTO), rather than by the school. The theory and practical training is delivered at Sims Farm in blocks, in week 4 of each term. Each block is 3 days in year 11, and 2 days in year 12. Once competent in the 16 units that make up the Certificate, students will have gained an industry recognised qualification as well as Stage 2 credits towards their SACE.

### Automotive (Mechanical) Flexible Industry Pathway (Auto FIP)



Students can undertake a Certificate II in Automotive Servicing Technology (AUR20520) while in Year 11 & 12 at Cleve Area School. Students begin this Certificate at the beginning of year 11, along with their chosen SACE subjects. The Certificate training is delivered over 2 years by Motor Trade Association (MTA), a RTO, rather than by the school. The theory and practical training is delivered at MTA's training centre on Fourth St in Cleve in blocks, in week 4 of each term. Once competent in the 20 units that make up the

Certificate, students will have gained an industry recognised qualification as well as Stage 2 credits towards their SACE.

Additionally, Cleve students can access other FIP schools in the region who offer specialised training in other key industry areas including Maritime/Aquaculture Operations, Information and Computing Technologies, Allied Health and Individual Support, as well as Construction.

For more information about Vocational Education and Training (and FIPs) please contact at Cleve Area School's Student Pathways Leader: [seonie.robst383@schools.sa.edu.au](mailto:seonie.robst383@schools.sa.edu.au)

## 48. WORK EXPERIENCE

All students in Year 10 undertake a Career Education Programme and a careers excursion to Adelaide. This involves visits to a range of organizations including employers and Government Departments. All students in Year 10 and 11 and Certificate in Agriculture students undertake week long blocks of Work Experience throughout the year. Work Experience placements are made both locally and outside the district. Anyone requiring further information should contact the Work Experience Co-ordinator at the school.



