Welcome to Engadine West Public School

Thank you for taking the time to read our School Information Booklet. This is the first step toward keeping you in touch with all the things that happen in our School.

As a school community we are committed to working together to provide stimulating and challenging educational programs which will allow our students to live happily and work successfully in the twenty-first century.

We place a great deal of emphasis on the word Together in our school community, because it is only by having parents supporting and being interested in school activities that we reach the high level of success that we have come to expect at Engadine West.

Each week Newsletters will keep you up to date with current happenings, but this booklet outlines matters which are a standard part of school life, and becoming familiar with these procedures will help students off to a great start at Engadine West.

Garry Royston            The Staff of Engadine West Public School
Principal

SCHOOL CONTACTS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>9520-8134</td>
<td>Fax</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:engadinew-p.school@det.nsw.edu.au">engadinew-p.school@det.nsw.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Web Address</td>
<td><a href="http://www.engadinew-p.schools.nsw.edu.au">http://www.engadinew-p.schools.nsw.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>4 Buckle Ave</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engadine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSW</td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td>8.45 am – 3.30 pm each school day</td>
<td></td>
</tr>
</tbody>
</table>

Correspondence should be addressed to the Principal.
<table>
<thead>
<tr>
<th>Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to Engadine West</td>
<td>1</td>
</tr>
<tr>
<td><strong>The School Profile:</strong></td>
<td></td>
</tr>
<tr>
<td>• Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>• Core Values Statement</td>
<td>4</td>
</tr>
<tr>
<td>• School Profile</td>
<td>5</td>
</tr>
<tr>
<td><strong>School Management:</strong></td>
<td></td>
</tr>
<tr>
<td>• Enrolment Procedures</td>
<td>6</td>
</tr>
<tr>
<td>• Attendance</td>
<td>6</td>
</tr>
<tr>
<td>• Early Dismissal / Late Arrival</td>
<td>7</td>
</tr>
<tr>
<td>• Before and After Care Centre</td>
<td>7</td>
</tr>
<tr>
<td>• The School Canteen</td>
<td>7</td>
</tr>
<tr>
<td>• Money and Valuables</td>
<td>8</td>
</tr>
<tr>
<td>• School Uniforms</td>
<td>8</td>
</tr>
<tr>
<td>• Shoes and Safety</td>
<td>9</td>
</tr>
<tr>
<td>• Lost Property</td>
<td>9</td>
</tr>
<tr>
<td>• School Photographs</td>
<td>9</td>
</tr>
<tr>
<td>• The Daily School Routine</td>
<td>9</td>
</tr>
<tr>
<td>• School Bus Travel and Bus Passes</td>
<td>10</td>
</tr>
<tr>
<td>• Coming to School</td>
<td>10</td>
</tr>
<tr>
<td>• Bike Passes</td>
<td>10</td>
</tr>
<tr>
<td><strong>Student Welfare:</strong></td>
<td></td>
</tr>
<tr>
<td>• The School Counsellor</td>
<td>11</td>
</tr>
<tr>
<td>• General Health and Hygiene</td>
<td>11</td>
</tr>
<tr>
<td>• Health and Absences</td>
<td>11</td>
</tr>
<tr>
<td>• Immunisation Requirements</td>
<td>11</td>
</tr>
<tr>
<td>• Infectious Diseases and Exclusion from school</td>
<td>12</td>
</tr>
<tr>
<td>• Administration of Medication</td>
<td>12</td>
</tr>
<tr>
<td>• Severe Allergic Reaction (Anaphylaxis)</td>
<td>12</td>
</tr>
<tr>
<td>• First Aid</td>
<td>13</td>
</tr>
<tr>
<td>• The Child Health Nurse</td>
<td>13</td>
</tr>
<tr>
<td>• Fire Drill and Sheltering Procedures</td>
<td>13</td>
</tr>
<tr>
<td>• Sun Protection-Wearing of Hats</td>
<td>13</td>
</tr>
<tr>
<td>• Prohibition of Smoking</td>
<td>13</td>
</tr>
<tr>
<td>• Dogs and the Playground</td>
<td>13</td>
</tr>
<tr>
<td><strong>Parent Involvement in School Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>• Developing your child’s independence</td>
<td>14</td>
</tr>
<tr>
<td>• Volunteering to Help at School</td>
<td>14</td>
</tr>
<tr>
<td>• Regular Communication</td>
<td>14</td>
</tr>
<tr>
<td>• Special Days</td>
<td>14</td>
</tr>
<tr>
<td>• The Parents and Citizens Association</td>
<td>14</td>
</tr>
<tr>
<td>Item</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>The School Curriculum:</strong></td>
<td></td>
</tr>
<tr>
<td>• Curriculum, Teaching and Learning</td>
<td>15</td>
</tr>
<tr>
<td>• Assessment of Student Achievement</td>
<td>15</td>
</tr>
<tr>
<td>• Best Start</td>
<td>16</td>
</tr>
<tr>
<td>• Reporting of Student Achievement</td>
<td>16</td>
</tr>
<tr>
<td>• Computers and Secure Internet Access &amp; Email</td>
<td>16</td>
</tr>
<tr>
<td>• Scripture Lessons</td>
<td>17</td>
</tr>
<tr>
<td>• Library Lessons</td>
<td>17</td>
</tr>
<tr>
<td>• The Home Reading Program</td>
<td>17</td>
</tr>
<tr>
<td>• Book Club</td>
<td>17</td>
</tr>
<tr>
<td>• Sport</td>
<td>17</td>
</tr>
<tr>
<td>• Westgate (Gifted &amp; Talented Program)</td>
<td>18</td>
</tr>
<tr>
<td>• The Student Representative Council</td>
<td>18</td>
</tr>
<tr>
<td>• Anti-Racism</td>
<td>18</td>
</tr>
<tr>
<td>• Excursions and Cultural Performances</td>
<td>18</td>
</tr>
<tr>
<td>• Incursions</td>
<td>19</td>
</tr>
<tr>
<td>• Dance Sport</td>
<td>19</td>
</tr>
<tr>
<td>• Camps</td>
<td>19</td>
</tr>
<tr>
<td>• Presentation of Awards</td>
<td>19</td>
</tr>
<tr>
<td><strong>Homework Policy</strong></td>
<td></td>
</tr>
<tr>
<td>• Purposes of Homework</td>
<td>19</td>
</tr>
<tr>
<td>• General Principles</td>
<td>20</td>
</tr>
<tr>
<td>• Types of Homework</td>
<td>20</td>
</tr>
<tr>
<td>• Successful Practice:</td>
<td></td>
</tr>
<tr>
<td>• Kindergarten to Year 2</td>
<td>21</td>
</tr>
<tr>
<td>• Year 3 to Year 6</td>
<td>21</td>
</tr>
<tr>
<td>• Expectations</td>
<td>22</td>
</tr>
<tr>
<td><strong>School Discipline Policy:</strong></td>
<td></td>
</tr>
<tr>
<td>• Rationale</td>
<td>23</td>
</tr>
<tr>
<td>• What is acceptable behaviour?</td>
<td>23</td>
</tr>
<tr>
<td>• Descriptions of Acceptable Behaviour</td>
<td>23</td>
</tr>
<tr>
<td>• Strategies used by the school</td>
<td>25</td>
</tr>
<tr>
<td>• Rewards and Sanctions</td>
<td>26</td>
</tr>
<tr>
<td>• Classroom Rules</td>
<td>26</td>
</tr>
<tr>
<td>• Consequences for breaking classroom rules</td>
<td>27</td>
</tr>
<tr>
<td>• Playground Rules and Behaviour</td>
<td>27</td>
</tr>
<tr>
<td>• The School Code of Behaviour</td>
<td>28</td>
</tr>
<tr>
<td><strong>Map of the School</strong></td>
<td>29</td>
</tr>
</tbody>
</table>
Engadine West Public School

Mission Statement

The Engadine West School Community seeks to work together to provide educational programs which will allow its students to live happily and work successfully in the 21st century.

Our Core Values

The Engadine West School Community has recognised the importance of the following core values:

**INTEGRITY**
Being consistently honest and trustworthy.

**EXCELLENCE**
Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

**RESPECT**
Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the rights of others to hold different opposing views.

**RESPONSIBILITY**
Being accountable for your individual and community’s actions towards yourself, others and the environment.

**COOPERATION**
Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

**PARTICIPATION**
Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and nation.

**CARE**
Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

**FAIRNESS**
Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

**DEMOCRACY**
Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

**SELF-CONFIDENCE**
Having faith in yourself and trusting yourself.

**COURTESY**
Being polite to people and behaving with good manners.

**CONSIDERATION**
Being thoughtful about other people and their feelings.

Developed by the students, staff and parents of Engadine West PS and endorsed by the P&C.
Engadine West has a group of very professional teachers with a range of skills and interests. There are always fresh ideas, new ways of looking at old problems and always the challenge to provide stimulating programs for all students.

Engadine West students all relate to each other very positively. In the main this occurs because student welfare is a very high priority at this school. Each and every child is important and is valued for the positive contribution they make. We believe our students are kind to each other, look after each other and delight in each other’s achievements. They all share a pride in their school.

Each year two Captains and two Vice Captains are elected to provide good student leadership. These Captains run the Primary assemblies and special occasions that are arranged during the year. The Captains lead the Student Council, which is made up of elected representatives from each class.

The students also have a say in the things that happen at our School. This occurs mainly through the Student Representative Council, which discusses matters raised by the students, and determines the outcomes of these issues. The Student Representative Council also provides an opportunity for leadership training.

Each week a K-2 class is rostered to run the weekly Friday K-2 Assembly. Your child will be given the opportunity to participate at some time during the year.

We like to think of our School as e-West because of the great opportunities for students to develop their computer literacy skills and explore learning via the Internet. The school has established two computer laboratories to further improve the students’ skills in computer technology. The computer network has been progressively upgraded to provide internet access in all classrooms from Kindergarten to Year Six.

Engadine West Public School is very fortunate in the active parent support it receives for its educational programs. This occurs formally through the Parents and Citizens’ Association and informally through the many parent volunteers who support teachers by working with small groups of children in daily class activities, such as listening to children read, mathematics groups and sport programs.

The parents also assist with the operation of the School Canteen, volunteering their time to prepare lunches and serve food to students at recess and lunchtime.
The Uniform Outlet is run by parent volunteers and operates from the Basement area. Check the school newsletter for opening times.

A parent committee also oversees the management of the Before and After School Care Centre.

A very strong Parent Tutor Reading Program exists with support from parents, grandparents and friends of our school. This dedicated group is always looking for more helpers. Each year you have the opportunity to be trained by our Reading Recovery Teacher and work with selected students from Kindergarten, Year 1 and Year 2.

The school is very proud of the students, staff, community and programs. It is a place where everyone lives up to the School’s motto – *Try Your Best.*

---

**School Management**

**ENROLMENT PROCEDURES**

Parents are required to fill out an application for enrolment form for each child attending school. If the child is starting school for the first time then the child’s birth certificate needs to be sighted along with the presentation of immunisation details.

Students transferring from other NSW state schools only need to complete an enrolment form and bring a transfer certificate from their previous school. This will allow information from the previous school to be sent for our records.

Students are eligible to start school if they turn five by 31 July in the year they start school. It is a good idea to consult the school as well as the preschool about your child’s readiness to start school. It is important to realise that age is only one indicator. Many other factors need to be taken into consideration and the Principal is always happy to give advice about this matter.

**ATTENDANCE**

Good attendance and success at school go hand in hand. All children are required to attend school by law unless there is a valid reason for absence. The school needs to be notified of any absences in writing. Leave that totals no more than 15 days per school year, in addition to sick leave, may be granted by the Principal.

Approval for absences of periods in excess of fifteen days, such as an extended family holiday, need to be applied for prior to leave being granted.

It is important the school has up-to-date contact information for each student. The school keeps an *emergency contact book* to provide senior executive and office staff with access to parent contact details in case of emergencies. Should this information change, if you move to a new address or you acquire a new mobile telephone number, or custody arrangements change, please notify the front office.
**EARLY DISMISSAL/LATE ARRIVAL**

Children who arrive late should report to the front office to obtain a Late Arrival form. A written explanation is required for late arrival.

If you wish to take your child early, please personally report to the front office first. A Student Early Dismissal Register must be signed in the main office before you take your child out of the school.

This strategy is used as a safety measure so we can always be assured of the location and welfare of our students.

If for some reason you are delayed and not able to meet your child at the normal home time of 3.30pm, please contact the school on 9520-8134 so that alternate arrangements can be made for the care of your child after school until you arrive.

**BEFORE AND AFTER SCHOOL CARE (BASC)**

The Engadine West B.A.S.C. Centre is managed by the P&C in the building closest to the Ridge Road entrance. The centre offers children a range of educational and recreational activities for parents who need to leave their children in supervision whilst they attend work. Permanent, roster and casual bookings can be arranged. Limited places are available for pupil-free days at the beginning of Term 2 & Term 3. The Centre operates from Monday to Friday from 7.00-9.00am each morning and from 3.30-6.30 pm each afternoon.

For enrolment information and bookings, contact the Care Centre Coordinator on Ph 9520-9497. Upon successful registration there is a registration fee and a bond. All fees are payable two weeks in advance.

**THE SCHOOL CANTEEN**

The Canteen operates four days a week every Monday, Wednesday, Thursday and Friday at Recess and Lunch times. The canteen is closed every Tuesday. Children can order their lunch by placing the order bag and enclosed money in the slot in the canteen shutter before 9.30am in the morning. Menus and price lists are available from the canteen and information relating to special promotions will be mentioned in the weekly newsletter. The canteen runs efficiently with the help of volunteers. Forms for volunteers are sent home at the beginning of every year.

Lunches are prepared by the canteen staff and returned to your child by the lunch basket monitors in each class. The canteen prepares a variety of healthy, nutritional lunches following the Healthy Schools Canteen Policy. Twice a term, the school canteen holds a special Red Light Day. This is a fund-raising activity when foods such as pizza are made available for purchase. This complies with the guidelines of the Healthy Schools Canteen Policy.

Due to a number of students suffering from severe peanut allergies, the school is a peanut-free zone.

If your child has any food allergies please advise the school so that the canteen volunteers are aware of the kinds of foods your child should not be served.
MONEY AND VALUABLES

Students should not bring valuable items or toys to school. Computer games such as Nintendo should not be brought to school. It is DET policy that students do not bring mobile telephones to school. Should this occur the telephone will be confiscated by the staff and kept in a secure location for collection at the end of the day by the child or parent as required. Jewellery, including necklaces, bracelets and rings, are not part of the school uniform and are best left at home. Girls should wear studs in pierced ears instead of earrings.

From time to time students will be asked to bring money for payments for such things as excursions, textbook purchases and special programs. These should be in clearly marked envelopes and given to the class teacher first thing in the morning where a record of payments will be made.

UNIFORMS

Students at Engadine West are proud to wear their uniforms, which indicate they are students of this school. It is part of the school’s discipline policy that all students will wear school uniform. Uniforms can be purchased from the Uniform Outlet, which is operated by the P&C, and is open on the 1st and 3rd Monday of each month from 9.00am to 10.00 am. Check the newsletter for other opening times. The uniform outlet is located off the Basement area near the computer lab.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Uniforms</strong></td>
<td></td>
</tr>
<tr>
<td>Green check dress or shorts</td>
<td>Grey shorts and lemon polo top</td>
</tr>
<tr>
<td>Black shoes</td>
<td>Green hat</td>
</tr>
<tr>
<td>White socks</td>
<td>Black shoes</td>
</tr>
<tr>
<td></td>
<td>Grey socks with green and yellow stripe</td>
</tr>
<tr>
<td><strong>Winter Uniforms</strong></td>
<td></td>
</tr>
<tr>
<td>Dark green tartan tunic</td>
<td>Grey pants – either shorts or long pants</td>
</tr>
<tr>
<td>Lemon short or long-sleeved</td>
<td>Lemon polo shirt – long or short sleeve</td>
</tr>
<tr>
<td>Bottle green tights</td>
<td>Fleecy track pants – bottle green</td>
</tr>
<tr>
<td>Fleecy track pants – bottle</td>
<td>V-neck sweater with logo</td>
</tr>
<tr>
<td>Zip jacket with logo</td>
<td>Zip jacket with logo</td>
</tr>
<tr>
<td><strong>Sports Uniforms</strong></td>
<td></td>
</tr>
<tr>
<td>Bottle Green pleated skirt</td>
<td>Unisex bottle green sports shorts</td>
</tr>
<tr>
<td>bike shorts,</td>
<td>(with logo and gold stripe)</td>
</tr>
<tr>
<td>sports briefs</td>
<td>Sports Socks</td>
</tr>
</tbody>
</table>

**Primary**: Gold polo shirt with logo
**Infants**: Either red, green, yellow or blue T-shirt according to House colour

The green school hat plays an important part in providing sun protection when the children go outside to play and do sport. All children are expected to wear their school hat everyday throughout the year. The school has a no hat-no play policy.

**Please label all items of clothing, as well as school bags, lunch boxes, drink bottles and library bags**
SHOES AND SAFETY

Students should wear safe shoes and socks to school. Sandals and thongs are not appropriate as children wearing these often trip when walking in leafy parts of the playground.

LOST PROPERTY

Please ensure that all items of removable clothing are clearly marked with your child’s name. This makes identification and return of lost property to students so much easier. Any clothing or items found in the playground will be placed in lost property boxes in each class block where parents and students can check for their items. After a reasonable time, unnamed and unclaimed articles will be sent to a local charity.

SCHOOL PHOTOGRAPHS

School photographs are taken each year. This is usually early in first term when uniforms are fresh and new. Later in the year group photos are taken of sporting teams and performing arts groups.

THE DAILY SCHOOL ROUTINE (MONDAY TO FRIDAY)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>School grounds are supervised by teachers</td>
</tr>
<tr>
<td></td>
<td>Students may arrive from this time</td>
</tr>
<tr>
<td>9.25am</td>
<td>Morning Bell</td>
</tr>
<tr>
<td></td>
<td>Session One begins (including 10 minute fruit only break)</td>
</tr>
<tr>
<td>11.25am</td>
<td>Recess</td>
</tr>
<tr>
<td>11.45am</td>
<td>Session Two begins</td>
</tr>
<tr>
<td>1.15pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.15pm</td>
<td>Session Three begins</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of school day</td>
</tr>
</tbody>
</table>

Kindergarten-Year 2 Assemblies are also held each Friday from 12.00-1.00pm and Years 3-6 Assemblies are held every fortnight. These assemblies are held in the School Hall.

At these assemblies children present items, receive awards and are presented with uniform and citizenship awards. Parents are most welcome to attend these assemblies.

Students **should not arrive at school before 9.00 am** (unless there is a special program organised or they are booked into the Care Centre) as there is no supervision of the playground before this time to ensure the safety and care of the students.

Students should arrive and leave the school grounds by one of the three gates, in Ridge Rd, Buckle Ave and Woronora Rd. The staff car park entrance **should not** be used by students. Students who catch the school bus will proceed to the bus seats at the Woronora Rd entrance where teachers will supervise students as they board the bus.
SCHOOL BUS TRAVEL

Veolia NSW runs a number of buses which bring students to and from school. For all children who are in Kindergarten, Year 1 and Year 2 bus travel is free. For primary students travel is free if they live beyond a 1.6 km radius from the school or 2.3 km walking distance from the school.

Students are issued with bus passes which they are expected to carry each day and show to the driver. Lost bus passes can be replaced at a cost of $15.00. Students travelling on the buses are expected to sit down and behave in a safe and responsible manner. Any breach of the required code of conduct may result in the passes being removed from the students by the bus company.

COMING TO SCHOOL

Students not travelling by bus are encouraged to walk to school. Each year the school promotes this in its Walk Safely to School Day. This is a healthy habit to develop at an early age and it will certainly avoid traffic difficulties about the school. Students, wherever possible, should use marked crossings and observe all the safe procedures about looking left and right and not running out on the road.

Parents should take great care when dropping children off at school and observe all 40kmph speed zones and parking signs around the school and consider the safety of all children at all times. If it is necessary to bring children to school by car, it is suggested to park and walk the last 50 metres or so.

BIKE PASSES

Bicycles are a popular means of transport for students but are also often involved in serious accidents. Senior students are able to apply for a bike pass to ride their bike to school on a regular basis. It is well recognised that students under the age of 10 years have not developed the motor skills, peripheral vision and judgement needed to ride safely, unsupervised by an adult.

To ensure the safety of all students at the school, the following rules must be obeyed:

- Students must wear a helmet at all times. This is the law.
- Students must dismount and walk their bike inside the school grounds.
- Students must store their bike on the rack beside the path from the administration block to the canteen.
- Students must maintain their bikes in a safe, roadworthy condition.
- Students must not ride their bikes along the footpaths or over the pedestrian crossing at Woronora Road.

Students who contravene the above rules will not be permitted to continue riding their bikes to school.
THE SCHOOL COUNSELLOR

The school counsellor attends the school five days per fortnight. The school counsellor’s role is to provide support and advice to students, parents and teachers, in regard to children's learning and behaviour.

Teachers and parents may refer children who are experiencing learning, emotional and/or behavioural difficulties to the Learning Support Team for consideration. The LST identifies the support needs appropriate for each child and prioritises the order in which the counsellor can see these students. To fully assess the student's needs, the counsellor may administer a range of diagnostic tests or hold a one-to-one discussion with the child.

Parents are kept fully informed and are usually invited to the school for an interview with the counsellor to discuss strategies and ideas for supporting their child.

GENERAL HEALTH AND HYGIENE

It is a good idea that children establish healthy hygiene habits. Liquid soap dispensers are provided in the toilets. Students should establish good routines about regularly using the toilets and washing hands. Another important matter for school children is keeping hair tidy and clean. Parents are asked to make regular checks for head lice and apply appropriate treatment. Long hair should be neatly tied back off the face with green or gold hair accessories or plain bands.

HEALTH & ABSENCES

Please keep children at home when they are sick. A child who isn't healthy cannot concentrate on school work. If your child is absent from school, please send a note to his/her teacher on the first day back. If you know that your child is going to be absent for more than three days, please notify the school as soon as possible. The school still requires a written follow-up note for all absences.

IMMUNISATION REQUIREMENTS

Is your child immunised against diphtheria, whooping cough, measles, poliomyelitis, tetanus and meningococcal C? An Immunisation Certificate must be presented to the school for all Kindergarten children enrolling. Immunisation statements from ACIR and immunisation history forms are accepted by this school on enrolment.

The Blue Books are only used by parents as a personal record. Children who are not immunised will be required to stay at home for the duration of an outbreak of a vaccine-preventable disease. For further details please refer to the Immunisation booklet issued by the Health Department or contact the Community Health Centre.
## INFECTION DISEASES AND EXCLUSIONS FROM SCHOOL

**It is necessary to keep your child at home if they have the following infectious diseases.**

<table>
<thead>
<tr>
<th>Disease</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Until fully recovered - at least 7 days after spots appear.</td>
</tr>
<tr>
<td>Measles</td>
<td>For 5 days after the rash appears.</td>
</tr>
<tr>
<td>German Measles</td>
<td>Until fully recovered or at least 5 days (minimum exclusion).</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Depends on severity and location.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Until treatment has been effective.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered - at least 10 days after swelling occurs.</td>
</tr>
</tbody>
</table>

### HEAD LICE (PEDICULOSIS)

Check regularly for head lice and nits. Don’t be surprised or upset if your child gets them. Many children do. Head lice and nits don't do any harm, but they do make the head feel itchy. Numerous treatments are available from your chemist. They can also be removed by applying hair conditioner, straight from the bottle and combing out with a fine-toothed comb.

### MEDICATION

Children are not permitted to bring medication to school unless they are suffering from a chronic illness, e.g. Asthma, diabetes. **Only prescribed medication can be given at school.**

It will be the responsibility of the child to come to the office at the correct time to receive their medication. If children need to take prescribed medication at school the following procedures must be adopted.

- Parents must seek written approval from the office. The medicine and administration procedures must be clearly identified.
- Administration procedures will be recorded in the medication book, which is to be kept in the Administration office.
- The medication will be kept secure in the office and administered under the supervision of the Administration Manager.
- All medication needs to be brought to school in the original container labelled with the child’s name and doctor’s instructions about dosage, times and storage details.

*Teachers and other staff are not permitted to administer medication. Generally, if a child is sick enough to need medication, the child should be kept at home until they are well.*

### SEVERE ALLERGIC REACTION (ANAPHYLAXIS)

A number of the students at the school have been identified as suffering from severe allergic reactions **(Anaphylaxis)** to food containing peanuts and peanut products. As a result it has been necessary to remove these foods from the school canteen. We strive to be a **peanut-free school.** We respectfully request that children and adults should not eat or bring food or sandwiches to school containing peanuts, peanut butter or Nutella ingredients into the school. If you are aware that your child has a severe allergic reaction similar to the above or to bee stings/insect bites/grass etc.
It is important that you notify the school so that emergency health care plans can be established for your child. Forms are available at the front office.

**FIRST AID**

While care and protection of students is of great importance, accidents may still happen. Staff trained in emergency care will administer basic First Aid. Where accidents of a more serious nature occur, parents will be advised and any necessary medical attention will be sought. If necessary, children will be taken by ambulance to hospital. It is important the school office is kept up-to-date with any changes your to mobile phone, work and emergency contact numbers.

**CHILD HEALTH NURSE**

The Child Health Nurse visits the school to check ears and eyes and any other matter that may assist in student learning. No child will be seen by either of these groups without the knowledge and consent of parents.

**FIRE DRILL / SHELTERING PROCEDURES**

At times throughout the year, students and staff and anyone on the school premises at that time, will be involved in the procedures which would be necessary if there was a need to evacuate the building or shelter in a designated area in the event of an emergency. The school has an efficient bell system to communicate with staff in the case of emergencies.

**SUN PROTECTION**

Students should wear school hats at all times whilst outside, to gain protection against the sun. A green-coloured hat is part of the school uniform. Hats should have students’ names written inside and the care of the hat is the responsibility of individual students. Refer to the no hat-no play policy.

**SMOKING**

Under government regulation, smoking is totally prohibited in all parts of the school grounds and buildings. Parents are requested to refrain from smoking at all times, whilst at the school.

**DOGS**

Dogs are not to come into the school grounds as they can distress students.

*By law dogs are not allowed on school premises.*

Stray dogs will be referred to the Sutherland Council Dog Pound for collection.
**Parent Involvement in School Programs**

**DEVELOPING YOUR CHILD’S INDEPENDENCE**

As students grow and are ready to come to school they need to develop independence and learn to be responsible for many aspects of school life. This will include putting in their lunch orders to the canteen, looking after their own property and bringing and taking notes to and from home. We encourage parents to drop children off at the gates and also to wait outside the gates to collect the children. This will help to develop independence and confidence in the children.

**VOLUNTEERING TO HELP AT THE SCHOOL**

From time to time parents will have the opportunity to come and help with a range of class activities such as reading, computers, sport, library, developmental play and the creative arts programs. They might like to work in the canteen or with student banking or other such activities. Sometimes we ask parents to join school excursions to provide extra supervision. Watch out for notes indicating ways parents can get involved in helping their child at school. Parent Helpers and Visitors are expected to sign a register at the front office. Under Child Protection regulations, all volunteers working in the school are required to fill out a *Prohibited Employment Declaration* form.

**REGULAR COMMUNICATION**

Communication with parents is very important. Each week an electronic Newsletter will be emailed to families advising them of all the activities that are occurring during the week. If email facilities are not available, a paper copy will be sent home with the child. Interviews can be arranged with the class teacher about any matter. It is a good idea to make an appointment so the class teacher can arrange a suitable time to meet with you. It is always possible to see the Principal or the Deputy Principal about any matter of concern or interest. This can be done by making an appointment time with the Office staff.

At the start of first term, class teachers will arrange a Parent/Teacher Evening where the year’s program will be outlined and all details relating to the year’s work will be explained. During the year work sample folders and reports will be made to parents on student progress. Parents will be encouraged to discuss these with the class teacher during the three-way interview program mid year or at other times if you have specific concerns about your child’s progress.

**SPECIAL DAYS**

Throughout the year the school arranges special events where parents and friends are invited to attend. These include the Easter Parade, Steward House Bazaar, Education Week, Sport Carnivals and the End of Year Presentation Ceremonies. Early advice and details of these occasions are given in the weekly newsletters.

**PARENTS AND CITIZENS ASSOCIATION**

The Parents and Citizens Association (P&C) is an opportunity for parents to meet and work together in a more structured way. The P&C meets on the third and ninth week of each term on a Monday evening, starting at 7.30 pm, meetings run...
until about 9.30 pm. All parents are most welcomed to come along to the meetings and get involved in the various support programs.

The P&C runs a number of programs that support the school. Examples of these include:- The Canteen, The Care Centre, student banking, book club, uniform outlet, student safety, school publicity, social activities and fundraising. Parents can volunteer their time to support and assist with any of these programs.

Parents can actively assist the school by becoming involved in P&C fund-raising initiatives, volunteering in the school canteen and working for the uniform outlet.

Teachers always appreciate the extra support that parents can provide with many class activities including listening to children read, helping with class activity groups, computers, sports and developmental play.

The School Curriculum

There are six key learning areas that are common to all schools in NSW. The Syllabus for each area is set by the Department of Education and Training and outlines courses of study to be undertaken by all students. The Key Learning Areas are:

- English
- Mathematics
- Science and Technology
- Creative Arts
- Human Society and its Environment
- Personal Development, Health and Physical Education

ASSESSMENT OF STUDENT ACHIEVEMENT

The school has a policy of continuous assessment of student achievement. This is captured in a number of ways.

*Diagnostic testing* to assess areas of knowledge and areas causing difficulty.

*Summative testing* which occurs at the end of each unit of work. Collected work samples which are kept by teachers as a record of achievement.

*Formative assessment* takes place during the learning process by the teacher to ensure the programs are successful.

*Standardised testing* in the form of the National Assessment and Performance in Literacy and Numeracy (NAPLAN) for students in Year 3 and Year 5 carried out annually. These tests allow student achievement and progress at the school to be benchmarked against national norms.

The school also enables primary students to participate in the University of NSW Education Testing Centre’s assessment programs. These tests are optional.
BEST START

Best Start is a new government initiative to increase support for the teaching and learning of literacy and numeracy for our youngest students. Best Start is a new statewide Kindergarten entry assessment.

The Best Start Kindergarten Assessment identifies the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. It uses a continuum that is consistent with the English and Mathematics syllabus for the early years of schooling. This assessment informs the quality teaching and learning programs that schools implement in the early years of schooling.

The purpose of the Best Start Kindergarten assessment process is to provide information for Kindergarten teachers to build on each student's current knowledge and experiences. It will assist teachers in developing teaching and learning programs that support students in achieving Early Stage 1 syllabus outcomes.

Every child will be assessed prior to entering Kindergarten. Teachers will assess your child in the first few days of school. Each child will be assessed for approximately 1 hour. You will be given an appointment and asked to bring your child in to meet their class teacher. All Kindergarten students are expected to take part in the assessment process. Parents and caregivers will be given the opportunity to discuss the outcomes of the assessment process and how they can best support their child's learning. This will occur early in Term1.

REPORTING OF STUDENT ACHIEVEMENTS

Your child’s achievements are reported through formal written reports, parent/teacher interviews, assessment tasks, student interviews, annotations on student’s work, comments in books, class/school visits, public performances and the presentation of certificates and awards.

At the end of Term Two and Term Four, you will receive a written report which outlines your child’s achievement at this point of time in the school year.

Students in Years Three and Five sit for the annual NAPLAN testing in Writing, Literacy and Numeracy usually conducted in May. Parents receive a written report on their achievement in this test.

COMPUTER USAGE

All students will have the opportunity to access learning through technology. The school has upgraded its computer networks throughout the school to provide increased access for all students K-6. All classrooms have access points where computers can be connected to the school network enabling students to gain access to their files and email account from any workstation in the school.

Students have access to computers that are located in every classroom and in the two computer laboratories.
ACCESS TO SECURE INTERNET BROWSING AND EMAIL VIA THE KIDSPACE PORTAL

The NSW Department of Education & Training is committed to providing a secure e-learning environment to enrich learning opportunities for all students in NSW public schools. Your child will be provided with access to secure internet browsing and email. Email is a method of communicating on the Internet by sending and receiving written messages. Your child’s email account will be protected by software to block out inappropriate messages and attachments. Your child will be provided with an individual username and password to access filtered Internet browsing and email at school. Their username and password will ensure that they receive Internet filtering and that no one else can access their email.

SCRIPTURE LESSONS

The Public Education Act allows for students to receive religious instruction each week. Approved scripture teachers come in each Wednesday for a half-hour session. All children meet together with the exception of Roman Catholic and Ba’hai children who meet in special classes. If you wish your child to change from one scripture group to another, please send a written note indicating this, so the scripture teachers can be informed.

LIBRARY LESSONS

Every week students can visit the library to borrow books and access the many facilities of the library. It is a good idea if students have a library bag to make borrowing books easier and to protect the books.

HOME READING PROGRAM

To help supplement the classroom reading programs, Engadine West has a well organised Home Reading Scheme that operates from Kindergarten to Year Three. This scheme allows opportunities for children to practice their reading skills on text appropriate to their independent reading level. This is usually at a level that is lower than their class guided reading level.

BOOK CLUB

Twice per term students have the opportunity to purchase their own books from Scholastic Australia. These books are of a good quality and reasonably priced. They can be ordered through the school should parents wish to do so. The school receives a small commission by way of additional books, which become part of the school library. Parents in our school volunteer to organise book club for the benefit of our students.

SPORT

All students become members of one of four sporting houses. They are:

- Cook (blue)
- Oxley (yellow)
- Sturt (red)
- Phillip (green)
Students in Infants (K-2) wear house coloured t-shirts each week for their sports day. Students in Primary (3-6) wear the gold sports shirt with school logo.

Family members become members of the same house and wear these colours on carnival days.

Students will have the opportunity from Year 4 to be involved in P.S.S.A. (Primary Schools Sports Association) competition sport, playing against other schools each week. In summer, the team sports may include cricket, t-ball and softball. In winter, the team sports may include soccer, netball, hockey, touch football and rugby league. Other students are involved in school development programs and other programs, which may include swimming. All children in K-2 classes have sport lessons each week and many parents assist in these programs.

### WESTGATE

Westgate is an in-school Gifted and Talented Program which identifies and extends students who are identified as needing enrichment. Students from Years 3-6 are withdrawn from class to work on a differentiated curriculum program which allows them to be decision makers in their own learning.

### STUDENT REPRESENTATIVE COUNCIL

The student body elects two Captains and four Vice Captains to lead the student population. To help provide representation from each class there is an elected class prefect. All these members form part of the Student Council which provides a student perspective on all aspects of school life.

### ANTI RACISM

The school has an anti-racism contact officer who will deal with any complaints of this nature. All schools have a policy dealing with matters of discrimination on the basis of race. All students in this school are valued as individuals regardless of their racial and religious background.

### EXCURSIONS AND CULTURAL PERFORMANCES

Excursions, cultural performances and special activities are part of the enrichment program of this school and children are expected to attend all such activities arranged by their class teacher.

**Participation in excursions and cultural performances will:**

- increase your child’s vocabulary and language development;
- lead to better understandings in Human Society & Its Environment and Science & Technology;
- provide the experience from which the teacher can develop writing lessons;
improve your child's awareness, memory and ability to organise thought patterns;
provide for social development through group interaction; and
develop better understanding of the physical environment.

Notes are sent home prior to these functions to seek permission from parents. Children are definitely not allowed to go on an excursion without written permission from a parent or caregiver. Children are to return excursion permission note and money in an envelope clearly labelled with their name, class, amount of money enclosed and name of excursion to their class teacher.

**PERFORMANCES (INCURSIONS)**

On other occasions various groups come to the school to demonstrate some high quality theatrical performance to provide an enriched experience for our students.

**DANCE SPORT**

The Dance Sport Program is run by specially trained dance tutors. Students attend a weekly session in the School Hall for a period of ten weeks. The program is designed to teach children the physical and social skills needed to participate successfully in a variety of different dance styles.

**CAMPS**

Students in Year 5 have the opportunity to take part in a camping program each year. This is usually to a national fitness centre such as Broken Bay Sport & Recreational Centre. This is a wonderful opportunity for students to experience a different way of living for one week and to be involved in a range of different team, sporting and social experiences.

The Junior and Senior Bands also have a camping experience as a chance to do some intense training and come together as one Band. This takes place at a nearby centre in the Royal National Park.

**PRESENTATION OF AWARDS**

It is an important part of our Student Welfare Policy that student achievement is recognised and rewarded. At assemblies, certificates are presented for special efforts in a range of areas.

These awards can include:

- Class Awards
- Work of the Week
- Uniform
- Citizenship
- Sports

Students may also receive certificates for participating in special programs such as the Premier’s Reading Challenge and Operation Art.
At the end of each year, awards are given for student achievement, improvement and school service as well as an academic award and a teacher’s special award. On the school level, an award for Dux of the Year is presented to the outstanding Year Six student as well as a Citizenship Award for outstanding achievement.

Achievements in sport, public speaking and the creative arts are also awarded throughout the year as well as at the end of the year.

Homework Policy

PURPOSES OF HOMEWORK

Homework:
• is a valuable part of schooling;
• allows for practicing, extending and consolidating work done in class;
• provides training for students in planning and organising time;
• develops a range of skills in identifying and using information resources;
• establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives;
• strengthens home-school links;
• reaffirms the role of parents and caregivers as partners in education;
• provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children;
• challenges and extends gifted and talented children.

GENERAL PRINCIPLES

Homework is most beneficial when:
• it reinforces and extends class work and consolidates basic skills and knowledge;
• it is challenging and purposeful, but not so demanding that it has adverse effects on the student’s motivation;
• parents or caregivers are involved in the formulation and implementation of the school’s homework policy;
• students take responsibility for their homework, supported by their parents or caregivers;
• it is well coordinated and teacher expectations are well communicated;
• it is set on a regular basis and establishes a routine of home study;
• teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students;
• it takes into account students’ home responsibilities and extracurricular activities such as clubs, sport and part time employment;
• it is marked promptly and accurately;
• feedback and follow-up are provided regularly to students; and
• it develops and extends the core learning skills of inquiry and independent study.
TYPES OF HOMEWORK

The amount of time that students are expected to spend on homework will depend upon the age, ability, the home environment and extracurricular activities of students, including family and cultural obligations.

It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

The three main types of homework are:

Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:-
  • consolidation exercises e.g.: mathematics, including memorisation of tables;
  • practising for mastery e.g.: spelling words;
  • revising information about a current topic;
  • practising words or phrases learnt in a language other than English; and
  • reading for pleasure.

Preparatory homework - providing opportunities for student to gain background information on a unit of study so that they are better prepared for future lessons, including:-
  • background reading;
  • reading e.g.: English text for class discussion;
  • researching topics for a class unit of work; and
  • collecting items e.g.: geometric shapes.

Extension assignments - encouraging students to pursue knowledge individually and imaginatively, including:-
  • writing e.g.: a book review;
  • making or designing something e.g.: an art work;
  • investigations e.g.: science, social science;
  • researching e.g.: history, local news;
  • information and retrieval skills eg using a home computer to find material on the Internet; and
  • monitoring e.g.: advertising in particular newspapers.

Whenever possible, homework should recognise the place of technology in today’s world and the benefits of using technology such as home computers, email and the Internet for organising and accessing information. Teachers, however, will have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

SUCCESSFUL PRACTICE

Kindergarten – Year 2 (Stage 1)

Generally teachers will not set formal homework in the earliest year of Stage 1. However, all activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured time is
important. Language and number concepts can be introduced and consolidated in many family activities, including:

- shopping;
- preparation of food;
- listening to stories, learning songs and nursery rhymes;
- conversations about what is happening at school;
- interactive video and computer programs;
- library borrowing and reading;
- family outings and collecting items.

In the later stages of Stage 1, consideration is given to the setting of formal homework as for example in completing simple computations, copying letters or words, or completing an activity sheet.

**Years 3 - 6 (Stages 2 and 3)**

Although as students progress they increasingly work independently on their homework, it is important that teachers continue to provide guidance and assistance particularly in the development of study skills.

It is also important that students have the opportunity to experience different types of homework and that the amount of time that students are expected to work on homework is realistic.

Although most homework is likely to be set in the areas of English, Mathematics and Human Society and its Environment, it could be set across all areas of the curriculum.

---

**EXPECTATIONS**

*Parents and caregivers can help by:*

- taking an active interest in homework;
- ensuring that there is time set aside for homework;
- encouraging and supporting students to complete homework;
- providing, where possible, a dedicated place and desk for homework and study;
- encouraging their children to read and take an interest in current events;
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set;
- communicating with teachers any concerns about the nature of homework and their children’s approach to the homework; and
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

*Students can help by:*

- being aware of the importance of homework;
- being aware of their school’s homework policy;
- completing homework within the given time frame;
- alerting parents or caregivers to homework expectations;
- seeking assistance from teachers and parents or caregivers when difficulties arise;
• showing their homework to their parents or caregivers;
• ensuring homework is of a high standard; and
• organising their time to ensure that sufficient time is given to quality homework within set deadlines.

**School Discipline Policy**

**RATIONALE**

It is considered desirable that a statement of policy relating to discipline in the school should be formulated with staff, student and parent involvement for the following reasons:

1. There is a clear understanding and agreement of the terms of the policy by all it affects.
2. The exchange of ideas and involvement in the process of policy formulation is most valuable.
3. There is a greater commitment to a policy when all parties concerned have been involved in its formulation.

It is considered desirable that there should be a consistent approach to discipline within the school and that this approach is understood and valued by all in the school community. The teaching of the discipline policy will be an integral part of the school’s teaching and learning programs.

**WHAT IS ACCEPTABLE BEHAVIOUR?**

This is to be determined as it affects teachers, students, curriculum, property and organisation within the guidelines set down by the Department of Education and Training’s Student Welfare Policy.

A set of rewards and sanctions has been determined to reinforce the learning of acceptable behaviour.

*Descriptions of Standards of Acceptable Behaviour:*

- Students will be at school every day between the hours of 9.25 am and 3.30 pm. Any variations will be accompanied by a written explanation by the parent or caregiver to the class teacher.
- Students should not come to school before 9.00 am (unless involved in pre-organised practice sessions or the Care Centre program) and should not enter the school buildings before 9.00 am unless accompanied by a teacher or in cases of emergency. Children who arrive at school before 9.00 am are expected to remain seated on the aluminum seats until the teacher comes on playground duty at 9.00am and gives them permission to play.
- Students will always be expected to wear appropriate and safe clothing, including a school hat. There is an expectation that this will be the agreed school uniform.
- Students will have their clothing and property clearly marked with their name and be responsible for the safe keeping of all their possessions.

- Students will leave at home any article of great danger or value (e.g.: knives, toy guns, jewellery, mobile phones, prohibitive substances & cigarettes).

- All property will be stored with regard to the safety of oneself and others.

- Students will have a responsible approach to the welfare of animals. Unless part of a special program animals, in particular dogs, should not come into the school playground.

- Areas of work should always be left clean and tidy after use.

- Care should always be taken with the kind of games played in various parts of the playground, e.g.: running and some games would be inappropriate on the inner asphalt quadrangles. For safety reasons, some parts of the playground and neighbours’ property are out of bounds.

- Care should be taken at all times with other people and their property. This naturally excludes such activities as fighting and rough games and any activity, which may involve physical contact with someone else.

- All students have the right to feel safe and happy at school. Any breach of this right is regarded as inappropriate behaviour. Examples of this include any form of bullying including physical contact, teasing and exclusion.

- Indoor behaviour is different from outdoor. Running and shouting is inappropriate inside school buildings unless specifically a part of a learning task. Children are not permitted to enter buildings without teacher permission.

- Attendance and punctuality are considered highly important. Any variation from this routine is to be accompanied by a written explanation from parents. Students are to remain within the school grounds within school time.

- Latecomers and early leavers are to do so via the front office. Parents are required to sign a Late Arrival/Early Departure Register kept at the office.

- Good manners are considered to be the hallmark of students who attend this school. They should be expressed as greetings, in requesting and accepting, in excusing and interrupting.

- Consideration for others is a key factor in developing a safe and happy school. This also extends to a willingness to help others.

- It is expected that requests made by teachers be obeyed.

- Behaviour on excursions will be quiet and courteous. Students will be well dressed and obedient. This also applies when travelling to and from school on the bus.

- Students should be developing a responsible approach to having the necessary materials on hand for lessons and school activities and to communicate messages (usually notes) to parents. Students should be learning to grow in independence without needing to rely on parents to check on procedures and activities.

- Students should be learning to achieve set goals in having work completed on time.
• Students will be expected to complete homework assignments in line with the school’s homework policy.

• There are other special codes of behaviour that apply to being a member of a special group, such as competition sporting teams, school band or choir groups. These codes of behaviour are part of the school discipline policy.

• Students should be encouraged to learn that honesty is always the best policy.

**Strategies:**

*Ways in which students will learn acceptable behaviour:*

All classroom programs will contain elements which aim to develop students’ self-esteem. This will be reinforced through the school’s Peer Support Program, the Student Council and the school assembly program. All of these programs aim to develop in each student:

• a sense of personal dignity and worth;
• a sense of responsibility for their own actions;
• a caring attitude towards others;
• the ability to communicate and form satisfying relationships;
• a sense of enjoyment and satisfaction from learning and
• the ability to take part in the design and management of their future.

**This will most likely occur as:**

• guidelines for appropriate behaviour are introduced and reinforced in classroom and school activities;
• students learn by example from staff, student council, school population and parents;
• students learn through talks at assembly and within the classroom;
• group activities such as role plays explore solutions to problem situations in which students may find themselves;
• literature and film are used as a source material for students to examine relationships and codes of behaviour;
• teachers work in partnership with parents to promote acceptable student behaviour;
• continuous focus is placed on the development of a high level of self-esteem in students;
• teachers set a high standard of class and school expectations; and
• consistency in administration of school/class rules and discipline is maintained by all members of the school community.

**Outcomes:**

The achieving of standards of acceptable behaviour will be rewarded by a sense of success in reaching set goals and a growing sense of awareness of the value of responsible self-discipline.
This will be reinforced by:

Rewards:

- Instant commendation by teachers, students and parents
- Presentation of certificates at assemblies leading to end of year citizenship and service awards
- Acknowledgment in reports and newsletters
- Parent notification and publication of achievements
- Special treats and concessions as appropriate (i.e.: disco, barbeque, etc)

Sanctions:

1) Disappointment of staff and fellow students.
2) Counselling with an explanation as to why behaviour is unacceptable, accompanied by advice and warning for the future.
3) Behaviours are recorded for future reference.
4) Parent notification of inappropriate behaviour.
5) Withdrawal of privileges.
6) In extreme cases of repeated unacceptable behaviour, outside resources such as counselling services and Department of Education and Training itinerant support teachers may be consulted and used. In such cases suspension may be a possible sanction, but not corporal punishment.
7) The Principal will suspend any student who commits the following offences:
   - Possession of a suspected illegal substance.
   - Any student intentionally causing injury or threatening serious violence against another student, a teacher or member of the school community.
   - Any student in possession of a prohibited weapon or using, or threatening to use any item or instrument as a weapon.
   - Any student who, in their relationship with staff or member of the school community, is persistently disobedient, insolent or engages in verbal harassment and abuse.
   - Any student whose behaviour is criminal or there is evidence of a suspected crime will be notified by school to Police Department.
8) The School, and the public school system, will work in partnership with parents in assisting the students to rejoin the school community. This will include the provision of counselling and access to special behaviour programs.

CLASSROOM RULES

Classroom rules are established with the involvement of students in the first weeks of the school year. Classroom rules state in observable terms the rules accompanied by positive consequences for their observance and negative consequences for their infringements.

The set of class rules should include the following:

- Displaying Good Manners and Behaviour
- Respect for Property
- Demonstrating a Positive Attitude in Class
- Personal Presentation and Punctuality
- Safety
**CONSEQUENCES FOR BREAKING RULES IN THE CLASSROOM**

- A set of the established **Class Rules are clearly displayed** in all classrooms.
- The class teacher will use their professional judgment in administering an Assertive Discipline Program in the classroom.
- An example of the procedures to be followed is outlined below:

1. **Warning** – Child’s name is written on the board
2. ‘X’ is placed next to name - Privileges taken away – e.g.: last to leave room.
3. ‘XX’ is placed next to name - Counselling with the classroom teacher – Isolation from peers.
4. Name recorded in **BLUE BOOK** – Student to be sent to supervisor for counselling – Privileges are removed, e.g.: Playtime – child’s name is recorded in **RED BOOK**

*If the child’s name needs to be written on the board frequently, the grade supervisor is notified immediately.*

**PLAYGROUND RULES**

At the start of each year the school rules and the consequences for breaking the rules will be discussed with the children. The school rules will be displayed in the classroom.

- Take pride in our school
- Play safely and sensibly
- Be in the right place at the right time
- Be caring towards others

**PLAYGROUND BEHAVIOUR**

Playground behaviour, as distinct from classroom behaviour, will also be monitored to ensure the positive tone and culture of the classroom is evident there also. Teachers are provided with clear guidelines for delivering consequences for inappropriate student playground behaviour.

A student whose playground behaviour is unacceptable will have their behaviour recorded, by the teacher on playground duty, on a playground **Green Card**. All green cards are sent to the playground discipline coordinator at the conclusion of the teacher’s playground duty or at the conclusion of recess/lunch. The playground discipline coordinator may choose to provide further counselling and consequences and will liaise with the relevant year coordinator regarding the student behaviour causing concern.

The record of behaviour detailed on a green card will constitute an entry in the class teacher’s **Blue Book**. If a student’s behaviour is of a serious or ongoing concern their Stage Coordinator will record this in their **Red Book** and take appropriate follow-up action to ensure that the student is supported in modifying their behaviour.
<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I have a right to learn</strong></td>
<td>• pay attention in class  &lt;br&gt;• be involved in school activities  &lt;br&gt;• try to develop my skills with the help of my teachers  &lt;br&gt;• always obey my teachers and all classroom rules</td>
</tr>
<tr>
<td><strong>I have the right to attend a safe, clean and pleasant school of which I can be proud</strong></td>
<td>• always be prepared  &lt;br&gt;• take care of the buildings, furniture, grounds and all our property  &lt;br&gt;• help keep everything clean and tidy  &lt;br&gt;• always wear the correct uniform with pride  &lt;br&gt;• behave well at school, travelling to and from school and on excursions  &lt;br&gt;• show respect to everyone, especially visitors</td>
</tr>
<tr>
<td><strong>I have the right to be safe</strong></td>
<td>• never miss school or any lesson without proper permission  &lt;br&gt;• arrive to school and all other school activities on time  &lt;br&gt;• always be in the right place at the right time  &lt;br&gt;• play safe, sensible and friendly games  &lt;br&gt;• always follow the teachers’ instructions  &lt;br&gt;• always wear a hat when playing outdoors  &lt;br&gt;• leave prohibited materials at home (dangerous toys, weapons, illegal substances)</td>
</tr>
<tr>
<td><strong>All staff members, school helpers and members of the community have the right to be treated with respect</strong></td>
<td>• listen to what I am told  &lt;br&gt;• always follow the instructions of teachers, school helpers and all community members  &lt;br&gt;• always speak politely and act in a positive manner</td>
</tr>
<tr>
<td><strong>All students have the right to be treated with care and respect</strong></td>
<td>• be courteous and considerate to my fellow students  &lt;br&gt;• avoid anything which might cause injury and embarrassment  &lt;br&gt;• always speak politely  &lt;br&gt;• use language that is acceptable to others</td>
</tr>
<tr>
<td><strong>Everyone has the right to respect themselves and their property</strong></td>
<td>• always be honest and truthful  &lt;br&gt;• take care of my physical well-being  &lt;br&gt;• look after my personal belongings  &lt;br&gt;• bring the correct equipment to every lesson</td>
</tr>
<tr>
<td><strong>I have a right to expect my property to be safe</strong></td>
<td>• leave other people’s property alone  &lt;br&gt;• be sure to hand in all lost property  &lt;br&gt;• take care of my school and its equipment</td>
</tr>
<tr>
<td><strong>I have a right not to be bullied</strong></td>
<td>• be caring towards others  &lt;br&gt;• refrain from laughing, teasing or hurting the feelings of others  &lt;br&gt;• include others from peer groups  &lt;br&gt;• stop spreading rumours about others</td>
</tr>
<tr>
<td><strong>The School Captains and the Student Representative Council deserve respect and co-operation</strong></td>
<td>• help them to help me  &lt;br&gt;• join in school activities with enthusiasm  &lt;br&gt;• assist whenever I can</td>
</tr>
<tr>
<td><strong>Everyone has the right to respect the National Flag, Anthem and Emblems</strong></td>
<td>• display respectful behaviour  &lt;br&gt;• know the National Anthem  &lt;br&gt;• display pride and respect for the National Anthem and School Song</td>
</tr>
</tbody>
</table>