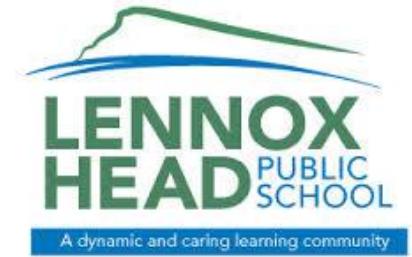


Lennox Head Public School Student Wellbeing Policy and Procedures 2019



SCHOOL SONG

STAIRS TO THE FUTURE



Life's a long exciting journey
Here at school we make a start
The world needs clever people
and we can all play our part
If you're swift, or if you stumble
there will be help along the way
To climb the stairs to the future
at Lennox Head today

We will climb
Watch us climb
The longest journey's easy
taken one step at a time
We'll discover how and where and why
and we'll learn through work and play
To climb the stairs to the future
at Lennox Head today



OUR SCHOOL

Lennox Head Public School is a dynamic and caring learning environment with a current enrolment of 467 students. The school commenced in 1882 with 54 students. The school community appreciates the attractive setting in its seaside location. The school aims to educate its students by realising their potential, encouraging achievement and motivating them to learn.

Strengths include a strong school spirit, a well-developed sense of community, successful teaching and learning programs, emphasising literacy and numeracy and the many opportunities that are provided for all students, especially in the areas of performing arts, music, sport, technology and environmental education. The teachers at Lennox Head Public School are experienced, committed professionals.

Lennox Head Public School values positive relationships among students, teachers, parents and the community which are focused on collaboration and school improvement. A culture of high expectations exists at the school. The school provides an environment where all students value each other's right to learn and demonstrate positive citizenship.

Parents describe the school as family oriented with dedicated staff who provide a caring and nurturing environment. Teamwork is fundamental to effective practice. The school enjoys a very high level of parental support and involvement.

Message from the Principal

Welcome to Lennox Head Public School – a great school in the tradition of public education.

North Creek/Lennox Head Public School has played an important role in the lives of so many people since 1882. As the eighteenth teacher in charge (Principal) of the school it is a privilege to work with dedicated, committed staff and enthusiastic, involved parents in a very supportive community.

The emphasis in the school is on fostering quality participation and quality outcomes for our students in a safe, caring environment.

I look forward to working with you to provide the best possible educational opportunities for all the children at our school.

*Deb Langfield
Principal*

Welcome from the P&C Association President

The P&C Association would like to welcome new parents and students to Lennox Head Public School.

The P&C Association aims to promote the interests of the school by bringing parents, citizens, pupils and staff into close cooperation and assisting in providing equipment required by the school.

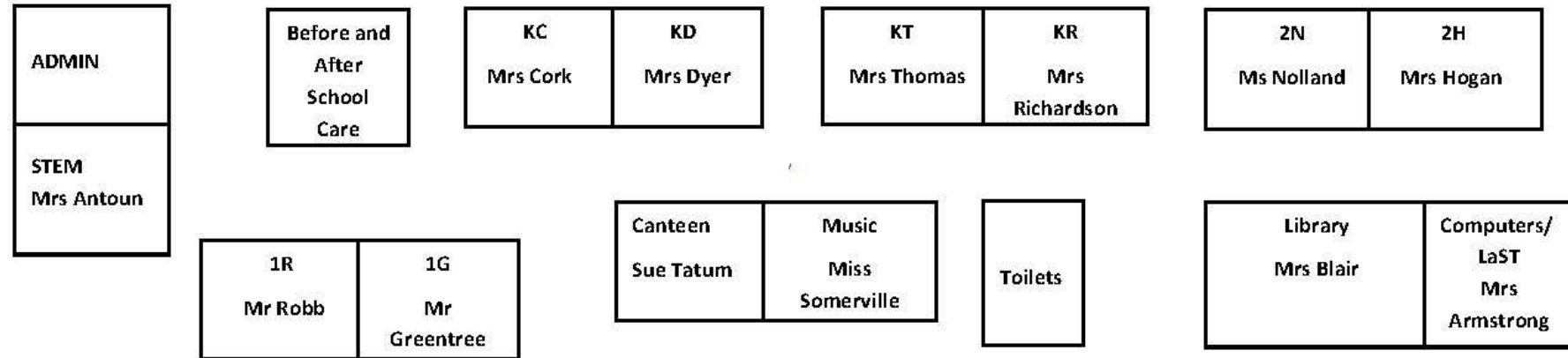
The P&C Association has a friendly atmosphere and is open to suggestions, inquiries and new ideas.

I look forward to meeting you and your family.

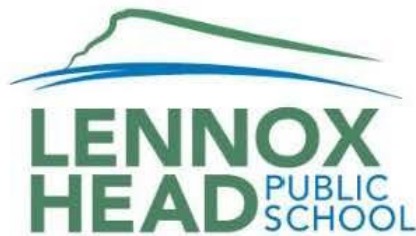
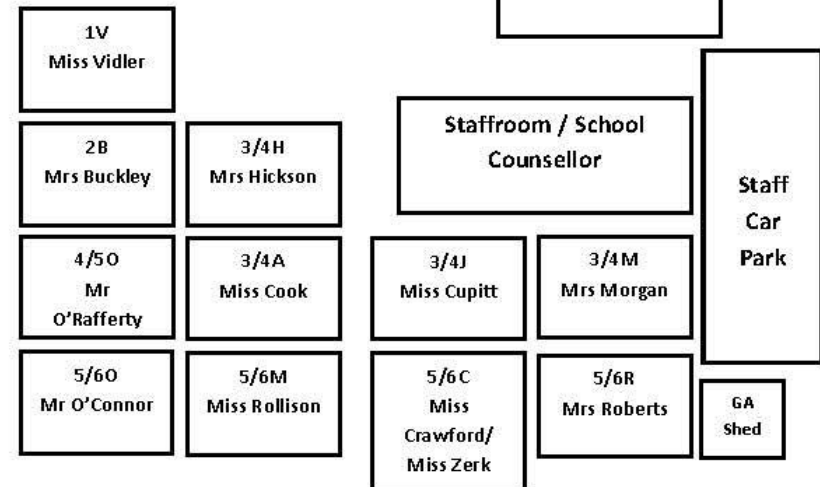
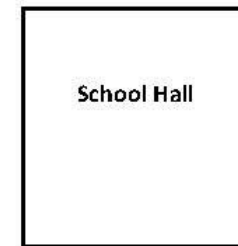
*P&C President
Kerren Kernaghan*

SCHOOL LAYOUT

Byron Street



Lennox Head Public School Map



A dynamic and caring learning community

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STAFF DIRECTORY

Executive

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal

Deb Langfield
Angela Dyer
Sharon Buckley (Relieving)
Karen Armstrong
Ryan O'Connor

Teaching Staff

Melissa Cook
Debbie Cork
Angela Dyer
Justine Thomas
Lauren Richardson
Kimberly Vidler
Reuben Greentree
Lee Robb
Sharon Buckley
Caroline Hogan
Michele Nolland
Karen Armstrong
Kassey Hickson
Janelle Cupitt
Alicia Morgan
Brad O'Rafferty
Jen Roberts
Margot Rollison
Susi Cody
Ryan O'Connor
Claire Crawford
Monique Zerk

Support Staff

School Administrative Manager - Carol Erskine
School Administrative Officer - Laura Francis
School Administrative Officer - Jan Lyndon
School Administrative Officer - Rebecca Cioffi
General Assistant – Greg McDonogh
General Assistant - Steve Lennon

Computer Coordinator - Rohan Comber

School Learning Support Officers

Maria Gluyas
Kylie Gibson
Donna Sheather

Early Stage 1 – Kindergarten

Stage 1 – Years 1 & 2

Stage 2 – Years 3 & 4

Stage 3 – Years 5 & 6

STEM

RFF/Music/Drama

Literacy/Numerous Support
and EAL/D

Teacher Librarian

Support Teacher Learning

District School Counsellor

Carol Antoun
Kate Somerville
Kim Mullett

Jenny Blair
Karen Armstrong
Susan Doughy

STEM – Science, Technology, Engineering and Mathematics

RFF- Relief from Face to Face teaching

EAL/D – English as an Additional Language or Dialect Education

LENNOX HEAD PUBLIC SCHOOL

25 Byron Street
LENNOX HEAD 2478

Telephone: 02 6687 7230

Facsimile: 02 6687 7082

E-mail: lennoxhead-p.school@det.nsw.edu.au

Web: www.lennoxhead-p.schools.nsw.gov.au

**Welcome to
Lennox Head Public School**

This booklet contains information to help you and your children
become familiar with the workings of this school.

VISION

Building Stairways To The Future

THREE KEY VALUES

Respect Responsibility Integrity

SCHOOL CHARTER LEADERSHIP

Leadership is having vision and direction to create a positive school environment.

Leadership:

- Is leading by example;
- Empowers learners to take responsibility for their learning and behaviour;
- Aspires the development of self-esteem, self-discipline and independent thinking;
- Is achieved through collaborative communication with the staff, students and parents;
- Values opinions of the school community; and
- Provides diverse opportunities for teachers, students and parents to develop leadership qualities.

TEAMWORK

Teamwork is fundamental to effective practice.

Teamwork:

- Encourages powerful learning and active participation;
- Creates positive interaction between staff and community;
- Promotes a spirit of collaboration;
- Utilises the expertise of staff and the community; and
- Values and promotes safe, trusting and caring relationships.

COMMUNITY PARTNERSHIPS

Lennox Head Public School continues the proud tradition of working closely with the community.

Community partnerships:

- Enhance student learning;
- Provide diverse, inclusive and innovative learning experiences;
- Encourage parent and community participation and collaboration;
- Encourage students to function as part of a broad community;
- Prepare students to meet challenges as responsible and respected individuals; and
- Facilitate the school community in working towards the same goals.

STAFF WELFARE

Strong staff morale, combined with a diversity of expertise, facilitates quality student outcomes.

Staff:

- Have a strong commitment and belief in the value of public education;
- Value the intrinsic satisfaction gained from all areas of work;
- Communicate with and value the support of the community;
- Work to provide a safe and happy school environment; and
- Enable students to reach their full potential.

STUDENTS

Students value each other's right to learn and demonstrate positive citizenship.

Students:

- Demonstrate respect for themselves, others and the environment;
- Work cooperatively;
- Develop positive behaviour and relationships;
- Promote the rights and responsibilities of others;
- Value a sense of belonging;
- Display enthusiasm;
- Learn to recognise and accept diversity; and
- Recognise and celebrate success.

TEACHING AND LEARNING

Teaching and learning is a cyclic process incorporating diverse and innovative learning experiences to meet the learning needs of all students.

- Emphasis on quality participation to achieve quality outcomes;
- Encouragement to strive for excellence;
- Encouragement of each child, instilling values and a love of lifelong learning;
- Opportunities to enrich student learning through the many innovative programs; and
- Provision of a positive supportive learning culture.

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 right of others to hold different or 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 contributing to the social and economic wealth of the community and the 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.

SCHOOL PLANNING 2018—2020

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department of Education (DoE) planning documents.

The current school plan can be found on the school website.

STRATEGIC DIRECTIONS

1. Successful Learners

Purpose: The purpose of successful learners at LHPS is to develop life long learners who actively contribute to society. Students will use critical thinking, collaboration, creativity and communication flexibly in demonstrating their learning. Our purpose is to have students who have strong literacy/numeracy skills who are effective users of technology. Our students will demonstrate a growth mindset and resilience that will strengthen their well being.

2. Innovative Teaching

Purpose: Our purpose is to engage learners. Teachers will grow and improve in their teaching through professional learning. They will work in a culture of high expectations and use evidence based practices to engage learners through teaching that encourages high thrill, skill and will.

3. Community Partnerships

Purpose: The purpose of community partnerships is to develop inclusive, consultative and supportive partnerships with the community. The partnership will be informed based on trust and professional respect to develop a harmonious culture that supports student well being and successes.

PRIMARY SCHOOL EDUCATION

Parents of primary school children, in partnership with teachers, have an important part to play in encouraging young children to develop a love for learning.

During their primary school years children will develop skills in listening, speaking, reading and writing, in numeracy and other mathematical skills, problem solving, scientific and technological skills, and learning how to use computers.

The NSW Education Standards Authority (NESA) is responsible for developing syllabus in six areas – called Key Learning Areas (KLA's).

The syllabus documents provide teachers with the broad direction and purpose for the learning area and the support materials give the teachers practical assistance in teaching students and using the syllabus documents.

The NESA also produces documents for parents to help them support their children in learning.

If you have any questions about your child's education, the first point of contact is the classroom teacher.

KEY LEARNING AREAS

ENGLISH

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- Students will experience a range of texts including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.

MATHEMATICS

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
 - number and algebra, e.g. whole numbers and fractions and decimals
 - measurement and geometry, e.g. length, area and time
 - statistics and probability, e.g. data and chance.
- They develop their problem-solving skills, and mathematical reasoning and communication.
- Students in Stage 3 develop a deeper understanding in statistics and probability.

SCIENCE AND TECHNOLOGY

- Students develop their skills in using processes of Working Scientifically and Working Technologically to answer interesting questions and develop creative solutions to important 21st century problems.
- They develop their curiosity and understanding about the Natural Environment and the Made Environment through learning about the Physical World, Earth and Space, the Living World, the Material World, Built Environments, Information and Products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

HUMAN SOCIETY AND ITS ENVIRONMENT, HISTORY AND GEOGRAPHY

In Geography:

- Students study places and the relationships between people and their environments.
- They learn to question why the world is the way it is, reflect on their relationships and responsibilities for the world and prepare actions designed to shape a socially just and sustainable future.

In History:

- Students investigate their personal, family and community history.
- They develop understanding of Australia's Indigenous and colonial history and how Australia became a nation.
- Students learn about:
 - historical concepts such as viewing an historical event from a different point of view.
 - historical skills, such as using historical sources for an investigation.

CREATIVE ARTS

Students participate in the art forms of dance, drama, music and visual arts through creating and making their own art works.

In Dance:

Students use and consider the elements of dance (action, dynamics, time, space, relationships and structure) in performing their own dances and the dances of others from different times and cultures.

- The contexts for learning experiences may be drawn from a variety of sources including contemporary and popular dances, social dance, modern dance, Aboriginal dance, Torres Strait Islander dance, and indigenous, folk and traditional dances of the world.

In Drama:

- Students experience different types of drama such as improvisation, movement, mime, storytelling, reader's theatre, puppetry, mask, video drama and play building. These are referred to as 'forms'.
- The development of students' knowledge, skills and understanding is shaped by the elements of drama (dramatic tension, contrast, symbol, time, space, focus and mood), and in performing drama by actively engaging in drama forms.
- Students also develop their knowledge, skills and understanding in appreciating their own dramatic works and those of others.

In Visual Arts:

- The subject matter explored in Visual Arts K-6 could include people, other living things, objects, places and spaces and events.
- Students will engage with different types of artworks including drawing, painting, sculpture and three-dimensional forms, ceramics, fibre, photography and digital works. These are referred to as 'forms'.
- Students develop their knowledge, skills and understanding in making artworks.
- Students also develop their knowledge, skills and understanding in appreciating their own work and that of others.

In Music:

- Students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures. They do this by singing, playing and moving, and organising sound into musical compositions using musical concepts. Students learn about musical concepts including duration, pitch, dynamics, tone colour and structure.
- The repertoire used by the teacher or selected by a student may be drawn from different sources including vocal music, instrumental music and student compositions.

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

The subject matter of PDHPE K-6 is organised into eight interrelated strands. The eight strands are not mutually exclusive.

Active Lifestyle

Active Lifestyle is concerned with students adopting activity patterns that promote their wellbeing.

Dance

Dance develops the ability of students to communicate and express themselves through movement.

Games and Sports

This strand develops each student's competence and confidence in a broad range of games, sports and physical activities.

Growth and Development

Growth and Development involves developing each student's understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur through the cycle of people's lives.

Gymnastics

The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastic skills.

Interpersonal Relationships

Interpersonal Relationships is concerned with developing an understanding of the nature of relationships.

Personal Health Choices

Personal Health Choices examines the process of making lifestyle decisions and putting them into practice.

Safe Living

Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices.

For further information contact: NSW Education Standards Authority,

www.curriculum@nesa.nsw.edu.au

Telephone: 02 9367 8111

SCHOOL ORGANISATION

School times Monday to Friday

9.00am Playground supervision begins. Duty Teacher

9.30am Bell. Children move to class

Session 1 – 2 hours

11.30am Bell. First Break

All school seated to eat lunch for 15 minutes
Play

12.05 noon Bell. Return to Class

Session 2 – 1 ½ hours

1.35pm Bell. Break 2

All school seated to eat lunch for 10 minutes
Play

2.10pm Bell. Return to Class

Session 3 – 1 ¼ hours

3.00pm Kindergarten children collected (Term 1)

3.25pm Bell. End of Day

Children will move to bus lines, walk home or be collected by parents.

Bus – two buses collect children.

3.45pm Supervision finishes for the day at the departure of the second bus



FORMAL ASSEMBLY – K-6 FRIDAY FORTNIGHTLY
(even weeks) 12.00 NOON IN THE SCHOOL HALL

SUPERVISION OF STUDENTS

The Department of Education (DoE) advises that the following arrangements are made for the supervision of students before and after school at Lennox Head Public School.

The staff of the school has made provision for the supervision of children in the periods 9.00am to 9.30am, and then at all other recess periods during the school day. Children who do not catch buses **are expected to leave the school as soon as they are dismissed from class**. Students are supervised in bus lines. It is not possible for the school to accept responsibility for the supervision of children outside times stated. Please be prompt when collecting students.

ATTENDANCE

DoE policy states that from the age of six all children must attend school. The school is legally required to keep accurate records of children's attendance with explanation of absences noted.

ABSENCES

If your child is absent from school you will receive a text regarding their absence. Please respond to the text with the reason for the absence. Alternatively send in a note to the teacher when your child returns to school, or for longer absences, prior to leave. The Home School Liaison Officer provides support to families where regular attendance causes concerns. **If you are planning on travelling during a school term you must seek approval to do so through the office.**

LATE ARRIVAL/EARLY DEPARTURE

If your child arrives at school late or departs early, late arrival/early departure form needs to be collected from the office. This enables the class teacher to keep track of children at all times.

EARLY ARRIVAL

Parents are advised that no formal supervision is provided at school before 9.00am. Children are not permitted to arrive before 9.00am. Your co-operation will be appreciated by teachers in this matter. The Rainbow Children's Centre also operate a Before and After School Care from Lennox Head Public School.

BOOK PACKS

Each child is required to purchase a Book Pack at the start of each year or on enrolment. Pack details are sent home every year.

GETTING TO AND FROM SCHOOL

BUS TRANSPORT

Free bus transport is available to children in Kindergarten, Year 1 and Year 2, irrespective of distance. Other children who are 1.6km or further from school may also apply. Application forms are available online through Transport NSW.

BICYCLES/SCOOTERS

Parents must be confident that children know the rules of the road before allowing them to ride their bicycles/scooters to school. It is recommended to all students that ride that they lock their bikes during class time. Skateboards ridden also need to be kept in bike racks – this is a WHS requirement.

K – 2 students are not to ride bikes, scooters or skateboards to school without a parent accompanying. Approved helmets must be worn at all times.

ROAD AND BUS SAFETY

A set of rules has been compiled to assist parents, bus drivers, and teachers with the education of bus travellers. Parents can play an important part in having these rules observed:

1. Safe children stand well back from the roadside while waiting for the bus. Smaller children enter last.
2. Safe children do not bounce a ball or play chasings near the bus stop.
3. Safe children sit down whilst the bus is moving and keep their bags under the seat.
4. Safe children keep their heads and arms inside the bus.
5. Safe children stay in their seats until the driver calls them forward. Hold onto seats as you move up. Small children disembark last.
6. Care for your clean bus by looking after the seats and keeping litter off the floors *DO THE RIGHT THING*.
7. Safe children leave the bus and wait well back until the bus departs and all approaching cars can be seen.
8. Safe children look to THE RIGHT (cars come closer from the right) THE LEFT and THE RIGHT before walking across the road.

NO STANDING

There are marked NO STANDING zones in the front of the school, which must be observed by all vehicles. Our bus zone operates between 8.30 – 9.30am and 3.00 – 4.00pm.

PATROLLED CROSSING

We have a patrolled crossing between the hours of 8.30 – 9.30am and 2.45 – 3.45pm.

40KM ZONE

Please observe the 40km/h school zone between 8.00 – 9.30am and 2.30 – 4.00pm.

STARTING AND LEAVING SCHOOL

ZONING

Our local school zone includes the following:

All of Lennox Village, Headland Estate, Broken Head Hall, Byron Bay Road to the North; Halfway on Ross Lane to the West. Children from outside this area will be considered for enrolment if space in classes is available. The Principal can only accept out of zone enrolments if there are places as per our enrolment policy.

SECONDARY SCHOOL

Our local partner high school is Ballina Coast High School.

CHANGE OF ADDRESS

Any changes of address for a child enrolled at the school should be notified as soon as possible. Change of address may affect bus travel subsidies.

CONTACTS

We keep records which list important information for each of the families in the school. Included are contact names, details of phone numbers, allergies etc. It is essential that this information is kept up to date. Please notify the office of any changes.

NEW ENROLMENTS

Your child may enrol at school once he or she is 4 years and 6 months old, provided his/her birthday is before 1 August. Proof of age is required. Immunisation before enrolment is recommended and an immunisation certificate must be presented.

CHANGE OF NAME

The student record must indicate the birth certificate name of the student. It is the name under which the student is officially enrolled. If however, one of the following conditions apply, Principals can enrol students under an alternative name or change existing records to indicate the new name:

- a) signed consent from both parents indicating approval to use the new name is provided;
- b) court order is provided authorising the user of the new name;
- c) statutory declaration is provided by the enrolling parent indicating that the child has had no contact with the other parent for a period of 5 years and his/her whereabouts is unknown;
- d) signed consent from one parent and proof that the other parent is deceased;
- e) birth certificate issued in the new name; and
- f) proof of adoption.

SCHOOL UNIFORM

As the school community supports the wearing of school uniform it is expected that all students will comply with this requirement. Hats are available from the canteen as part of the uniform (refer to *Sun Protection Policy*). A limited clothing pool is available from the canteen. For safety reasons children are not permitted to wear thongs.

Uniforms are available from the School Locker in Ballina.

SUMMER UNIFORM

Girls: Princess line tunic, green & white check, action back, shirt collar, short sleeve self-trim.

Unisex: Bottle green long legged loose shorts. Blue & Green polo shirt printed with green school logo to left, short sleeve and long sleeve. **GIRLS:** Bottle green skort.

WINTER UNIFORM

Unisex: Bottle green tracksuit printed with school logo to left. Bottle green jacket/jumper with logo.

FOOTWEAR

Shoes – Black closed-in shoes, any material and style - to be worn Monday to Thursday. On Friday (sports day) children may wear running shoes of any colour (including black if their normal shoe is a runner).

Socks – bottle green, white or grey socks may be worn. Socks may be ankle length, or anklets (just above the shoe line).

SUN PROTECTION POLICY

Children need to wear an appropriate hat that is a wide-brimmed bottle green hat or bucket hat. Children who do not wear an approved hat will be located to a SUN PROTECTION AREA wherever possible. NO hat will mean playing in a covered area.

LOST AND FOUND

Found items are held in the canteen. Parents are welcome to look through the lost property collection. **NAME TAGS make identification of equipment/clothing easier. Please label all items including lunch boxes and drink bottles.**

IN SICKNESS AND HEALTH

INFECTIOUS DISEASES

EXCLUSION FROM SCHOOL

Chicken Pox	Exclude until fully recovered <u>Minimum exclusion</u> 5 days after first spots appear.
German Measles	Exclude until fully recovered <u>Minimum exclusion</u> 6 days after rash appears.
Measles	<u>Minimum exclusion</u> 5 days after rash appears or until medical certificate of recovery is produced.
Mumps	Exclude for 7 days from the onset of the swelling and until fully recovered.
Glandular Fever	Exclude until recovery OR on receipt of a medical certificate of recovery.
Whooping Cough	Exclude for 5 days from start of appropriate antibiotic treatment. If child has not received treatment: <u>Minimum exclusion</u> 3 weeks from onset of whoop.
Ringworm	Re-admit when appropriate treatment has commenced, supported when requested by a medical certificate.
Scabies	Re-admit when appropriate treatment has commenced, supported when requested by a medical certificate.
Pediculosis (Head lice)	Re-admit when treatment with anti-lice shampoo/lotion has been undertaken. Hair should be free of nits.
Acute Conjunctivitis	Exclude until discharge from eyes has ceased.
Impetigo (School Sores)	Exclude until sores have healed. The child may be allowed to return provided that treatment is being applied and that sores are properly covered with dressings.
Hepatitis	Exclude until subsidence of symptoms, or on receipt of medical certificate of recovery. <u>Minimum exclusion</u> 7 days after onset of jaundice.

AMBULANCE

The school is a financial member of NSW Ambulance Scheme.

PRESCRIBED MEDICINES

Should your child need to have medication at school this should be sent in daily doses clearly labelled with name. **Parents are required to complete a Request for Administering Prescribed Medication.**

SICK/INJURED

Sick/injured children to advise class teacher or on-duty playground teacher. On teacher's recommendation, child to report to sick bay for attention. Where deemed necessary the parent is notified immediately.

It is requested that children who are sick BEFORE school not be sent to school.

ACCIDENTS

Sometimes children have accidents at school. Sometimes medical attention is necessary. We try to contact parents first but if this fails children will sometimes be taken for medical attention. Where time is a factor an ambulance may be called.

ACCIDENT INSURANCE

The school holds no accident insurance cover for children whilst at school. Parents wishing to have such cover should take their own personal insurance cover.

IMMUNISATION

Immunisation of children before they attend school is strongly encouraged. Parents will be asked on enrolment of Kindergarten children if they have been immunised. Children who have not been immunised may be excluded from school during outbreaks of some infectious diseases.

KINDERGARTEN SCREENING

Kindergarten children are screened for hearing and sight problems prior to enrolment. Details are available from Community Health.

PARENTS AND THE SCHOOL

We welcome and value the high level of parent participation enjoyed at Lennox Head Public School. Research has shown that an important factor contributing to a child's success at school is the interest and involvement shown by parents.

Parents are encouraged to become actively involved in classroom activities, to train as parent tutors for our support programs and to participate in excursions, sporting activities and special days.

P&C ASSOCIATION

The Parents & Citizens Association meets on the second Tuesday of each month at 6.30pm at Club Lennox. All parents are encouraged to attend meetings and be informed in relation to things happening at the school.

REPORTING TO PARENTS

Written reports are sent home at the end of Semester 1 and Semester 2. Students in Years 3 and 5 participate in the National testing program for Literacy and Numeracy (NAPLAN) and this occurs in Term 2. Kindergarten children are assessed in Term 1 in Literacy and Numeracy as part of the Best Start Program – children are then tracked from K-6 in an ongoing process called Literacy and Numeracy Progressions.

INTERVIEWS

Parents are invited to arrange an interview with the class teacher at any time during the year. There is a formal parent teacher interview in Semester 1, in Term 1. Interviews will also occur after Semester 2 reports. All enquiries should be directed through the school office.

MAKING CONTACT WITH THE SCHOOL

Don't door stop the teacher. Make an appointment (it is much better to make an appointment to give you time).

Always consult the teacher about concerns first. Don't make the Principal your first port of call.

Comment only on what is happening to your child – not anyone else's child.

Never comment on what is happening in the classroom. Again, refer only to your own child and how it's affecting your child.

Offer support to the teacher to remedy problems instead of simply demanding a solution.

Accept a teacher's advice as they are professionals. Seek an appointment if you believe things are not working out.

Never complain about a teacher in public forum, such as a P&C meeting or on social media.

HOW TO ENSURE YOUR CHILD IS HELPED AT HOME

- Talk to your child about everyday things, every day.
- Discuss your leisure reading with your child and vice versa.
- Jointly analyse television programs that you watch together.
- Practice warm and nurturing interaction with your child and link it to expression of affection.
- State your interest in your child's academic and personal growth, often.
- Delay immediate gratification of child's wishes in order to establish the need for your child to achieve long term aims.
- Set clear and consistent limits.
- Monitor how your child spends his/her time.

VOLUNTEERING IN THE SCHOOL

CHILD PROTECTION – WORKING WITH CHILDREN CHECK

Community members who volunteer to work in schools are required to complete a Working With Children Check clearance as part of the Child Protection Act in NSW. The Act aims to reduce the risk of abuse to children by preventing a "prohibited person" from working with children. A prohibited person is a person convicted of a serious sex offence. The WWCC forms are available through the website www.kidsguardian.nsw.gov. The cost of a WWCC is free for volunteers.

Community members who volunteer to work in the school must:

- * Complete the Working With Children Check clearance online and present this to the school to keep on file.
- * "Sign in" at the office, completing the name tag and wearing the name tag while in the school. This must be done on each occasion.
- * Provide 100 points of ID.
- * If you are a relative of a student at school you do not need a WWCC. You do however need to complete an Appendix 5 and provide 100 points of ID which is kept on file. Copies of the Appendix 5 are in the office.

SCHOOL SERVICES

SCHOOL COUNSELLOR

Our School Counsellor visits the school two days each week. The School Counsellor maintains a consultative role in the school in which solutions and effective strategies for children with educational, psychological, social, emotional and physical problems can be explored and acted upon.

The School Counsellor will respond to referrals from teachers, parents and students and is a member of the Learning Support Team.

LEARNING AND SUPPORT TEACHER (L.a.S.T.)

The Learning and Support Teacher provides program support to teachers to enable them to make adjustments for the needs of students.

Parents should discuss this service with the class teacher. The Learning and Support Teacher will respond to referrals from the class teacher

STUDENT ASSISTANCE

Limited funds are available through (Resources Allocation Model) RAM funding to provide assistance to families who may be experiencing financial difficulty. Funds can be used to:

- ☐ assist with excursions
- ☐ assist with uniforms
- ☐ assist with purchase of school supplies.

Application is made in writing to the Principal indicating the support sought and reasons for the application. We do not require any personal financial information from you and all applications are treated in confidence.

LENNOX HEAD OUT OF SCHOOL CARE AND VACATION CARE

Operated by Rainbow Children's Centre Inc. Phone: 6687 4827

STUDENTS WITH DISABILITIES IN REGULAR CLASSES: FUNDING SUPPORT

Financial Support may be received for children with a range of disabilities so they can be successfully integrated into mainstream classes.

A case management approach is followed involving parents, school staff, departmental support staff and community health if appropriate.

SCHOOL HAPPENINGS

CANTEEN

The canteen operates on a voluntary basis five days a week, as a committee of the P&C Association. We urge you to support the canteen by volunteering to assist on a regular basis. Funds raised from the canteen are a major source of finance for the purchase of school materials. Price lists are available at the office. The canteen supervisor is Sue Tatum.

LIBRARY

Children are encouraged to take home books from our school library. Please ensure that these library books and school reading books are well taken care of while in use at home. A library bag 30cm x 45cm is needed. These bags are to be used to carry library books only and not to carry lunches etc. No child will be allowed to borrow unless he/she has an adequate library bag. The Premiers Reading Challenge is coordinated by the Librarian.

BOOK CLUB

Book Club orders go home once each term. Orders usually take two weeks to be filled.

SRE – SCHOOL RELIGIOUS EDUCATION

SRE teachers visit the school each Thursday afternoon. Children attend Protestant or Catholic scripture classes. Ethics classes have been introduced for some students when there is a teacher available.

Each child is expected to attend SRE or Ethics classes (if available) unless parents notify the school of their objection. This is an adult decision, not a child's. Lesson content can be discussed with clergy or staff. Children not attending a Scripture class will have a non-scripture lesson.

VISITING PERFORMANCES

We sometimes have visiting performances at the school throughout the year. We aim to provide a variety for children. The performances complement the Key Learning Areas.

SCHOOL NEWSLETTER

The school newsletter is School Streamed fortnightly on a Friday. Our school newsletter can also be accessed on the internet via our school's website:

<http://lennoxhead-p.schools.nsw.gov.au>. Hard copies available on request.

SCHOOL STREAM

Our school now has a free app to deliver school information, instantly and directly to your smartphone.

How to get the School Stream app on your mobile device

1. From your mobile device go to the App Store (iPhone/iPad) or Play Store (Android), search for School Stream and download the app to your phone.
2. Once School Stream has finished installing, open the app, type our school name into the search then select.
3. Are your children attending different schools? Tap the school selector, select add a school, type the school name into the search then add. Jump between your children's schools by touching the school name/logo in the top blue bar, or switch schools from the slide-in menu.

Choose what notifications you receive:

1. Open the School Stream app on your mobile device
2. From the slide-in menu, go to Settings
3. Under Edit/Alerts select My Schools and select your School to open the Notifications page
4. Toggle notifications on or off individually (e.g. Alerts, Events, Newsletters, etc.)
5. When you have finished, use the Back button to return to the Settings page, then select Done to return to your School.

Return at any time to change the notifications you receive.

MONEY AND EXCURSION NOTES

To be placed in an envelope in the security box behind the front office before 9.30am. It is essential that written parental permission is obtained before pupils are permitted to attend excursions. Notes and money must be labelled in envelopes / or snap lock bags.

Payments for activities may be made by Eftpos, cash, cheque or POP (Parent Online Payment) which is available on the school's website.

VOLUNTARY SCHOOL CONTRIBUTION

The voluntary contribution, goes directly to school funds for the purchase of essential classroom supplies for students. The voluntary contribution is set each year by the P&C Association at the Annual General Meeting.

Current voluntary contribution are \$50 per child per year or \$80 per family per year plus extras such as Book Packs, Work Books, Life Education lessons, visiting performances throughout the year and online subscriptions such as Mathletics and Spellodrome. All classes will have one excursion throughout the year. Years 4, 5 and 6 will have an overnight excursion.

WEEKLY ASSEMBLY

The Kindergarten to Year 6 formal assembly is held fortnightly on the even weeks on Friday at 12.05 noon. The assembly is led by the Student Representative Council. The assembly programs include:

- ☐ School song
- ☐ Motto
- ☐ Principal's message
- ☐ Presentation of awards and acknowledgements
- ☐ Class item
- ☐ National Anthem

Parents are encouraged to attend the formal assembly.

SPECIAL SCHOOL PROGRAMS

STUDENT WELFARE

Our school is committed to maintaining the welfare and safety of all our students, the safety and wellbeing of all our teachers and staff; the ideal of the school as one unit; co-operative and collaborative decision making, the fostering of a whole school community of students, teachers and parents.

The Learning Support Team meets regularly to discuss issues related to the wellbeing of the students in general as well as the special needs of individual students.

CHILD PROTECTION

A planned program designed to give students knowledge and skills to deal with problems associated with their sexuality operates in all classes for one term each year. Parental permission is required for children to participate.

LIFE EDUCATION

The Life Education van visits the school annually. Children are taught about healthy living with an emphasis on Drug Education.

SOCIAL SKILLS PROGRAM

Each class explicitly teaches social skills on a regular basis during the year from manners through to higher order mediation skills.

KINDERGARTEN ORIENTATION

Lennox Head Public School offers an extensive orientation program for Kindergarten enrolments. Parent information sessions are available as well as visits for the new Kindergarten enrolments in which they join the present Kindergarten students and teachers for play, morning tea, class activities, library and canteen visits and a tour of the school.

These visits provide new students with an introduction to the teachers, classrooms and students of Lennox Head Public School and enable children to familiarise themselves with their new school over time. This results in a very smooth and happy transition in school life. Parents are invited to these visits and to information evenings and personal interviews.

TRANSITION: YEAR 6 – 7

Ballina Coast High School organise an extensive transition program for Year 6 students moving on to Year 7.

K-6 BUDDIES

When new children enrol in Kindergarten at the beginning of the year they are assigned a Year 6 Buddy who helps them settle into the school during their first weeks at school.

THE STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council is a student elected body that provides pupils with a forum to voice their concerns and put forward suggestions to make the school environment a better place for their learning and enjoyment. They undertake fundraising activities, distributing monies towards school and student needs or worthwhile charities. They meet regularly throughout the year to discuss student suggestions.

EXCURSIONS

Most classes participate in educational excursions during the year. The excursions are always related to class programs. These excursions are decided by the stage groups throughout the year.

COMPUTERS

The school has a computer laboratory linked to printers, the departmental intranet and internet. All classrooms have computers linked to the network for individual class work.

The laboratory is also available for classes to go to with a teacher to focus on specific skills. Access to the internet is readily available to students subject to a teacher being available to supervise. There is also internet access in the library. Again, it is available to students subject to a teacher's supervision.

iPads and laptops are also utilised for class activities. Lennox Head Public School has wireless capability throughout the school.

ENRICHMENT GROUPS

Lennox Head Public School offers gifted and talented students a wide range of activities to extend and enrich their learning. Specialist teachers explore stimulating units of work not normally on offer in the classroom. Children use these units as springboards for developing their own ideas and extending their knowledge and skills. Enrichment groups also provide opportunities for children to relate to, and work with, peers with similar interest and skills.

Recent enrichment focus areas have included:

- Public Speaking, Science, Lennox Wave/publicity group and Creative Art

SUPPORT PROGRAMS

Literacy and numeracy programs are a pivotal part of learning at Lennox Head Public School. At this school we believe that all children should be able to achieve in literacy and numeracy. We have in place a range of programs to enable this to occur.

READING

All students' levels of reading are carefully monitored from entry into school and support provided through parent and classroom programs. Parent skills are developed through training and development.

PHYSICAL EDUCATION AND SPORT

Students at Lennox Head Public School enjoy a comprehensive range of sport activities to build skills, fitness levels and promote cooperative skills and sportsmanship. Daily Gross Motor lessons are a feature of our Kindergarten – Year 2 PE program and the Years 3 – 6 program comprises activities to build a variety of skills for participation in minor games in Friday sport sessions.

Our highly successful swimming programs feature:

- An intensive water confidence course for Kindergarten to Year 2, held in a heated pool with qualified instructors teaching small groups of children.
- The DoE's Intensive Swimming Scheme for Years 2–6.
- Swimming for Sport all children 3-6.

Students at Lennox Head Public School enjoy a high level of achievement and participation in our School Swimming, Cross Country and Athletics carnivals, with many children advancing to District, Regional and State levels.

At Lennox Head Public School we cater for talented sports students through our participation in the PSSA (Primary School Sports Association) State trials and through participation in PSSA District, Regional and State teams.

SPORT HOUSES

The house system operates within the school. Each house has captains and vice captains for boys and girls. Pupils are allocated to houses on enrolment. The houses are:

Ross - Yellow	Henderson - Blue
Gibbon - Green	Ainsworth – Red



MUSIC



CHOIR

Stage One children can join in the junior choir. Children in Years 3 – 6 have the opportunity to participate in the school choir. Students have the opportunity to audition for the Primary Schools Choral Concert and Schools Spectacular, both in Sydney on the years it is offered.

BAND

Weekly lessons are provided in flute, clarinet, trumpet, trombone and saxophone, by teacher Fiona Clarke. Band rehearsals and performances are conducted and coordinated by teacher Kate Somerville and Fiona Clarke.

CREATIVE ARTS CAMPS

Camps are available for students who display a talent in the Creative Arts.

COASTAL KIDZ CONCERT

Various school groups participate in this annual concert at the Ballina RSL Club Auditorium.



HOMework

Currently the students aren't given set homework, however home reading is still an expectation. Students are still highly encouraged to do home tasks on Mathematics and Reading Eggs. Kindergarten students will also have Over and Over words. Students will be provided with their weekly spelling words. Students may be given work to complete at home that they may not have finished in class time.

POSITIVE BEHAVIOUR FOR LEARNING

SUMMARY OF DISCIPLINE POLICY

Rationale

Some parents and educators believe that students come to school knowing all rules of conduct, and that those who don't follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. Primary prevention also establishes a climate in which appropriate behaviour is the norm.

Based on this information, Lennox Head Public School approaches behaviour management using the Positive Behaviour for Learning (PBL).

The approach cohesively unites the adults in the school in using:

1. Common language
2. Common practices
3. Consistent application of positive and negative reinforcement.

THREE KEY VALUES

The Three Key Values of Respect, Responsibility and Integrity form the basis of our behaviour program. Behaviour expectation statements for different locations and activities are listed for each of the Three Key Values.

These expectations are taught explicitly as part of the class teaching and learning program. Areas include:

- Classrooms
- Playground
- Assemblies
- Toilets
- Movement around the school
- Lunch areas
- Canteen
- Office/administration

The school's expectations are based around the Three Key Values and designed to be observable behaviours rather than ambiguous value statements.

An example – Classrooms

<u>Respect</u>	<u>Responsibility</u>	<u>Integrity</u>
<ul style="list-style-type: none">• Listen and follow teacher instructions• Listen to the contributions of others• Strive to do your best work others	<ul style="list-style-type: none">• Be prepared with equipment and on time• Walk inside the classroom• Raise my hand to speak	<ul style="list-style-type: none">• Wait quietly for the teacher• Allow others to learn without disrupting them

CLASSROOM MANAGEMENT

Where students are having difficulty displaying the expected behaviours with the school's Three Key Values actions will be taken to correct this behaviour. Students may be redirected to the correct behaviour and asked if their behaviour is "above the green line". At this time, the students name is recorded as a reminder to correct their behaviour. Should the behaviour continue, another redirection is offered and a 'strike' recorded. This process continues as outlined below if negative behaviour continues. Alternative methods of behaviour management will be explored. Supervisor, parents/caregivers and the Principal will be involved as appropriate. Referrals may be made to other support agencies. If this process is not effective, suspension may apply.

The school uses a strike system to provide students with the opportunity to modify their behaviour. When a student is not behaving in line with the school's Three Key Values, they are redirected in a positive way to the appropriate behaviour. Strikes are recorded for repeated behaviour.

Redirection – Name on the board

Strike 1 – Second redirection

Strike 2 – Chill out in class & purple slip

Strike 3 – Assistant Principal & purple slip

- 3 strikes in a day will result in a student spending time in the follow up room

PURPLE SLIPS

- A purple slip is issued for incidents where students are repeatedly not behaving in line with the school's Three Key Values.
- A purple slip must be completed when:
 - a child has achieved 2 or more strikes during a day
 - a child has had 2 redirections in the playground
 - a serious incident has occurred in the playground or classroom

IN THE CLASSROOM

- When a child receives 2 strikes in the classroom, they should be moved to a chill out area where they can calm down and/or contemplate their behaviour. The chill out area should contain activities to support the student settling.
- If a 3rd strike is achieved the child should be sent to the Stage Executive.
- Upon the child's return to their own class, the teacher must discuss the behaviour and expectations with the child.

RED CARD

- When the welfare of any person is compromised, the teacher should send a **RED CARD** to the office. The teacher requesting assistance is to remove other students from the "risk of harm". The Principal or a representative will respond immediately to assist with the incident and/or remove the student in 'crisis'. They will be given the opportunity to settle in a non-confrontational environment while enquiries are being made into the severity of the situation.

MONITORING AND RECORDING INCIDENTS

Details of purple slips will be recorded in EBS for monitoring. Where appropriate, parents will be contacted by phone or letter. In the event of receiving a letter, please discuss your child's behaviour with them before signing and returning it to school.

The classroom teacher will contact the student's parent/caregiver or arrange an appointment so the student's behaviour can be discussed. The stage executive should also be included in this meeting. Teachers should liaise with the executive prior to making an appointment. Parents should be made aware that if this behaviour continues, more serious actions may be taken.

TIME OUT

- To ensure consistency and appropriate follow up of incidents within the playground, students will only be placed on *FORMAL* 'Time Out' by executive staff.
- Students who have to attend the 'Follow Up Room' for Time Out will forfeit any special representation on the day they are to attend the 'Follow Up Room'.
- If a student receives three (3) Time Outs for Playground incidents, an interview will be organised by the Assistant Principal, with the student and his/her parents/caregiver.
- Serious incidents will be referred immediately to the Principal.

ADDITIONS

Excursions: Normal school expectations and consequences apply.

Special Note: Situations may arise outside the scope of this policy - consequences will be at the discretion of the Principal.

Suspension

Policy: Procedures for the Suspension and Expulsion of School Students. (A copy is available from the school by request.) The Principal will consider the safety and welfare of students, staff and other students in determining whether a student's misbehaviour is serious enough to warrant suspension.

The full range of school student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed. In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, and the presence of weapons or illegal drugs.

The Principal may impose both a short suspension of up to and including four school days or a long suspension of up to and including 20 days.

POSITIVE REINFORCEMENT-AWARDS

- Achievement Award- fortnightly; two students per class.
- Dolphin Slip – showing Key Values in the playground/classroom
- Green Card- at discretion of teachers.
- Gold Card- ten green cards or other awards.
- Honour Student- ten Gold Cards.
- Merit Student - 20 Gold Cards.
- Distinction Student – 30 Gold Cards.
- High Distinction Student – 40 Gold Cards.
- Rainbow Award – quality behaviour all term

POSITIVE ACKNOWLEDGEMENT – GREEN CARD AWARD

“The Green Card” or an equivalent certificate or award is a central component of the school’s recognition of positive student behaviour, participation and achievement.

- The emphasis in awarding “A Green Card Award” is the encouragement and acknowledgement of quality participation and achievement. It needs to be earned and valued by student.
 1. **Classroom:** Classroom teachers will be issued with: K-2: 120 Green Cards, 3-6 150 Green Cards each term. Additional permanent or part time teachers will be issued with a pro-rata number. The teacher determines the way the cards will be issued to students. Responsibility for Issue: The teacher.
 2. **Weekly Achievement Certificates:** Two certificates per fortnight for each class.
Responsibility for issue: The teacher. Presented at the Friday weekly assembly.
 3. **Rainbow Awards:** Certificates issued at the end of each term for quality behaviour.
Responsibility for issue: The class teacher at the end of each term.
 4. **Dolphin Awards:** Four are drawn each fortnight at the Friday Assembly from a barrel and the winners receive a canteen voucher.
Responsibility for issue: All staff.

DATES FOR 2019 SCHOOL YEAR


Term 1	Tuesday 29 January to Friday 12 April
Term 2	Monday 29 April to Friday 5 July
Term 3	Monday 22 July to Friday 27 September
Term 4	Monday 14 October to Friday 20 December

DATES FOR 2020 SCHOOL YEAR

Term 1	Tuesday 28 January to Thursday 9 April
Term 2	Monday 27 April to Friday 3 July
Term 3	Monday 20 July to Friday 25 September
Term 4	Monday 12 October to Friday 18 December

Ten Green Cards or their equivalent result in the award of a gold card presented at assembly.

- Ten Gold cards - Recognition as an Honour Student. A certificate is presented at assembly, photograph is placed in the entrance foyer and the student is taken to morning tea by the Principal.
- Twenty Gold cards - Recognition as a Merit student. A certificate and a Merit Student badge is presented at assembly and the student is taken to morning tea by the Principal.
- Thirty Gold cards - Recognition as a Distinction student. A certificate, Distinction badge and small gift is presented at assembly and the student is taken to morning tea by the Principal.
- Forty Gold cards – Recognition as a High Distinction student. A certificate, High Distinction badge and gift is presented at assembly and the student is taken to morning tea by the Principal.

LENNOX HEAD		PUBLIC SCHOOL
GREEN		CARD
Name:	Class:	Date:
For:		
You have demonstrated aspects of our Key Values RESPECT - RESPONSIBILITY - INTEGRITY		
Signed:	CONGRATULATIONS	



Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

ANTI – BULLYING

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

PRINCIPAL'S COMMENT

The Lennox Head Public School Anti-Bullying Procedures were developed over a number of staff meetings and a school development day and was presented at a Parents and Citizens meeting for ratification.

STATEMENT OF PURPOSE

Lennox Head Public School will implement an Anti-Bullying plan of proactive strategies to ensure that bullying and anti-social behaviour is not tolerated. Students will be taught how to work and play positively in the classroom and in the playground. Teachers will have a framework that is positive and consistent in dealing with bullying behaviour. Students, staff and parents will be empowered to deal with harassment, intimidation and bullying. Our school aims to provide a safe and happy learning environment to ensure that all students have the right to a quality education free from fear of bullying, intimidation and harassment. Our school will work with our school community to address and identify all forms of bullying behaviour through our school policy and plan.

PROTECTION

Whole School Strategies:

- * A school Anti-Bullying plan will be developed in consultation with the school community to clearly outline specific strategies for reporting, procedures, interventions and support.
- * A school policy will outline interventions for children who display bullying behaviours via the Schools Student Welfare and Discipline Policy.
- * Positive and acceptable behaviours that promote respectful relationships as well as inappropriate bullying incidents will be a focus at whole school assemblies.
- * Social skills programs, SRC, peer support, peer mediation and restorative practice are highly effective forums for promoting anti-bullying programs.

Classroom Strategies:

- * Specific Stage-appropriate welfare programs will focus on learning experiences (skills and understandings) and strategies relating to 'social skills', 'how to play', 'positive relationships', 'anti-bullying' and 'conflict resolution and mediation'.

- * Teaching programs will enable students to be more aware of appropriate ways to deal with incidents of bullying, intimidation or harassment and how to resolve conflicts.

- * Positive and consistent classroom and playground strategies will be taught about reporting incidents, accessing support and developing positive relationships.
- * Discussions, role-play, games and 'hands-on' activities will be strategies used to promote Lennox Head Public School's Anti-Bullying policy.
- * Students will be surveyed to gather information about any bullying behaviours.
- * Student designed poster display will be used to promote our Anti-Bullying program.

Playground Strategies:

- * Strategies will be taught as part of the classroom teaching program and reinforced during stage and whole school assemblies.
- * Students are to report bullying incidents to the duty teacher rostered for playground duty. The incident is investigated on STARS. Appropriate actions are taken when necessary.

IMPLEMENTATION

Students, teachers, parents and the community will be aware of the school's position on bullying which is **zero tolerance**.

The school will also adopt a four-point plan to anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention

PRIMARY PREVENTION

- Professional development for staff related to bullying and the strategies to counteract bullying.
- Community awareness and input relating to anti-bullying, its characteristics and the schools' programs and response. (e.g. weekly newsletter, parent forums).
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. LHPS is a proud participant in the **Peer Support Program**.
- Maintain class meetings to help solve problems which arise regarding bully and the victim.
- Implementation of school Three Key Values of:
 - **RESPECT, RESPONSIBILITY and INTEGRITY.**

EARLY INTERVENTION

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours.
- Teachers use a class and playground management plan if an incident of bullying occurs.

INTERVENTION

- Once identified, the bully, victim and witnesses are spoken with. All incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. the bigger picture or contributing factors).
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary).
- A meeting of relevant persons is to be convened following identification of on-going bullying behaviour. (Principal, class teacher, parents, students, other). All issues relevant to the behaviour of the student are considered.

POST INTERVENTION

Follow up communication will occur on a daily basis initially and centre around progress being made, as a result of the bullying behaviour. Communication will taper off, depending on the situation.

Should the situation not improve or if there is a repetition of the incident, Lennox Head's Student Welfare and Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.

Possible consequences may involve:

- Warning
- Removal to the class supervisor or Principal
- Parental contact
- Negotiated contract
- On-going monitoring

- Timeout from the class/ playground
- Mediation sessions with the victim to reconcile differences
- Referral to external agencies
- Class/group changes
- Behaviour guidance programs (e.g. anger management, social skills)
- Detention
- Suspension (in extreme cases)

ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED

The student should be encouraged to –

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, parent, peer).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.

Other 'self-protective' strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.

Child Well-Being Unit Contact Details: 02 9269 9400 (local call cost) from 8am to 5.30pm Monday to Friday (excluding public holidays).

Straun Presgrave - Police Youth Liaison Officer Phone: 6626 0575

Email: pres1str@police.nsw.gov.au

Kids helpline: 1800 55 1800



THE SCHOOL CANTEEN

The school canteen is an important part of our school. It is managed by the P&C with Mrs Sue Tatum employed as the canteen coordinator.

The canteen aims to:

- develop policy for providing and promoting a balanced and nutritious food service to children of the school at a reasonable cost, functioning as an efficient sustainable food service. The NSW Government's Healthy School Canteen Strategy is used for decision making;
- maintain standards of health care in relation to the preparation, supply and service of food at the canteen;
- provide a sustainable service to the school community;
- support the school in its health education program;
- provide an opportunity for the school community to participate in decisions concerning the operation of the canteen through the canteen committee and P&C Association meetings; and
- encourage courtesy and consideration among all personnel using canteen facilities.

CANTEEN

The canteen is open MONDAY to FRIDAY. Lunch bags are available from the canteen at a cost of 10c each. Reusable bags are for sale in the canteen or you may provide your own. Parents of Infants children (Early Stage One and Stage One) are urged to write orders on a bag at home. Ordering must be done at the canteen before 9.25am.

Change will be included with the order. Please ensure your child orders a proper lunch. Canteen price lists are available from the office, at the canteen or on School Stream.

If you are able to assist in the canteen please contact Sue and she will put your name on the roster.

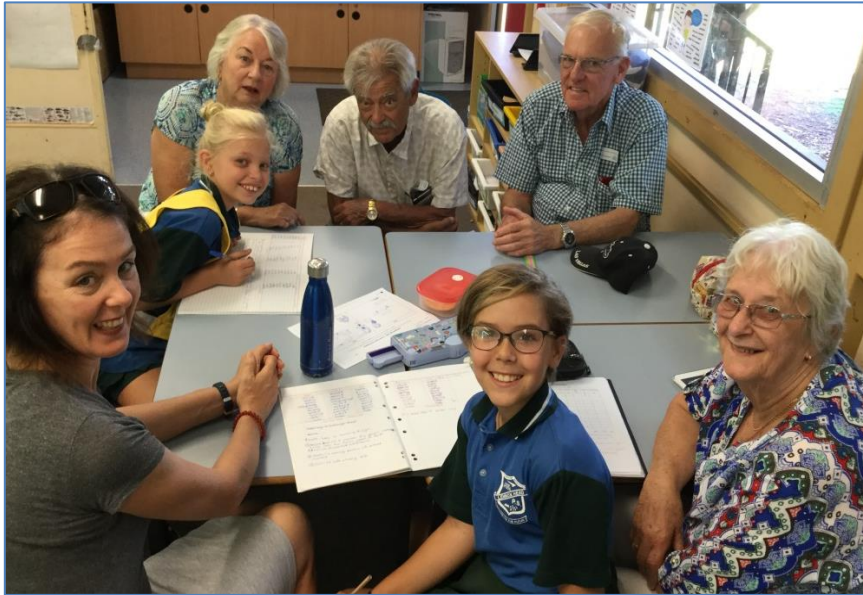


EXTRA CURRICULAR ACTIVITIES

COLOUR FUN RUN 2018



GRANDPARENTS DAY 2018



KINDERGARTEN DOLPHIN DREAMING EXCURSION 2018



EASTER HAT PARADE 2019



YEAR 5 TALLEBUDGERA EXCURSION 2018

