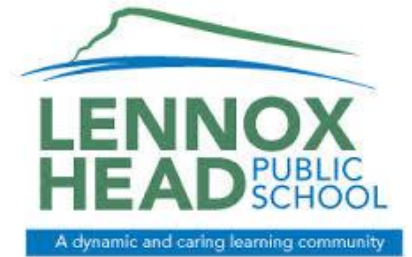


Lennox Head Public School Student Wellbeing Policy and Procedures 2024



OUR SCHOOL

Lennox Head Public School is a dynamic and caring learning environment with a current enrolment of around 430 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

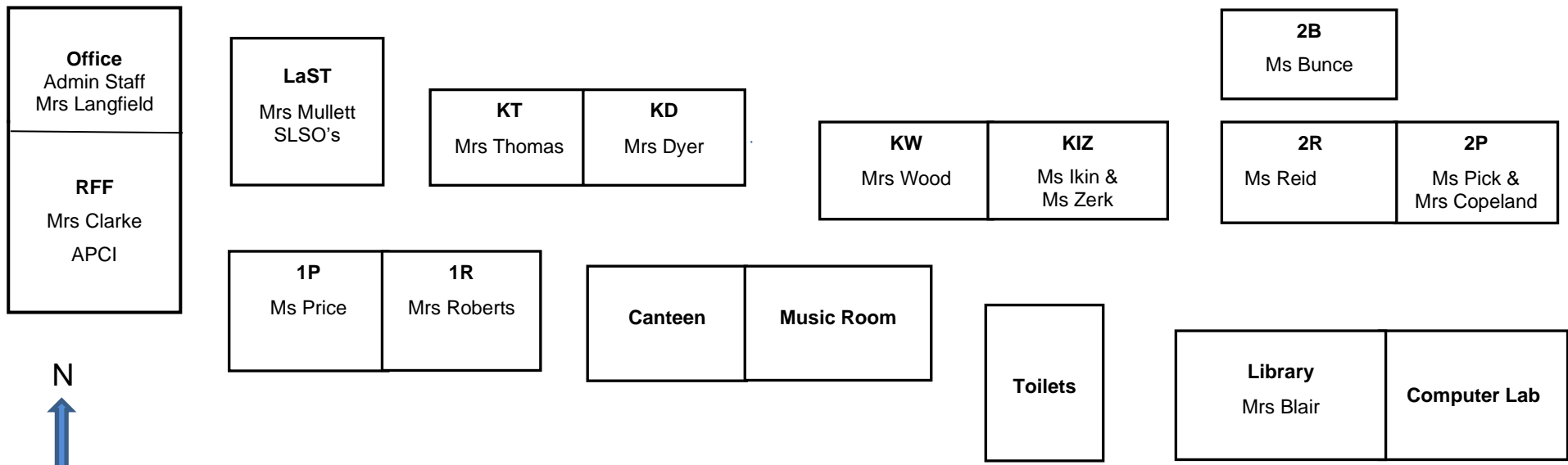
The P&C Association would like to welcome new parents and students to Lennox Head Public School.

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

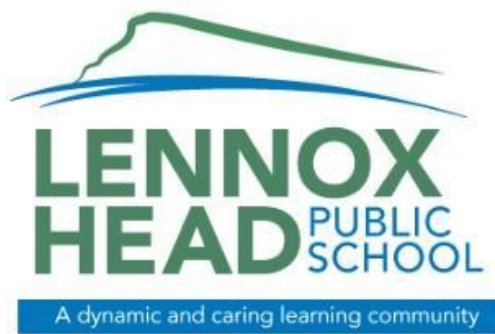
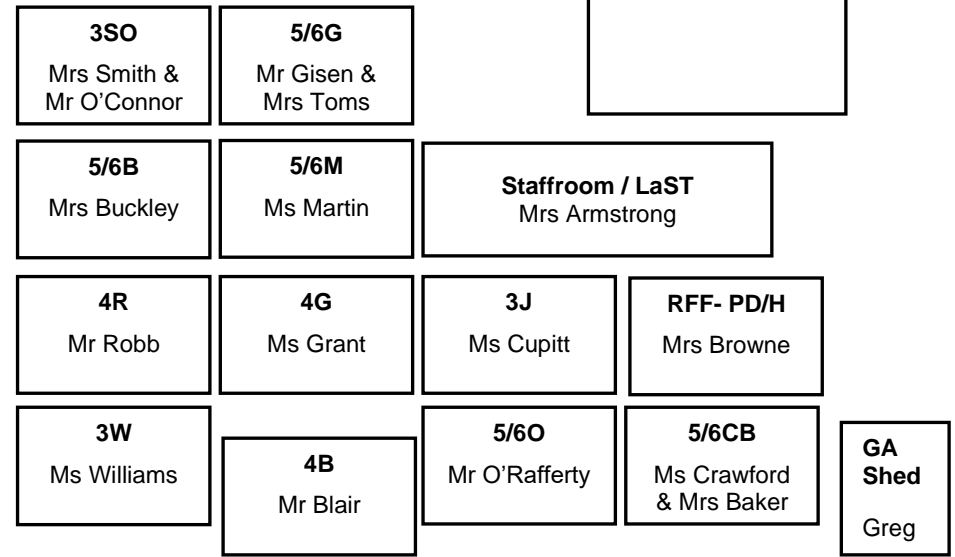
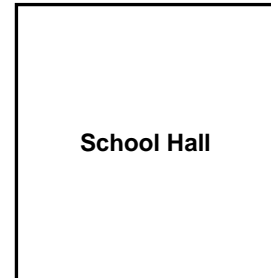
The P&C Association has a friendly atmosphere and is open to suggestions, inquiries, and new ideas.

I look forward to meeting you and your family.

P&C President
Sophie Leonard



LENNOX HEAD PUBLIC SCHOOL MAP



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STAFF DIRECTORY

Executive

Principal	Deb Langfield
Assistant Principal (Early Stage 1)	Angela Dyer
Assistant Principal (Stage 1)	Karen Armstrong
Assistant Principal (Stage 2)	Ryan O'Connor
Assistant Principal (Stage 3)	Shannon Gisen
Assistant Principal (Curriculum & Instructional)	Tahlia Clarke

Teaching Staff

Karen Armstrong
Margot Baker
Hayden Blair
Jenny Blair
Sharon Buckley
Miranda Bunce
Susie Cody
Bonnie Copeland
Janelle Cupitt
Angela Dyer
Lucy Grant
Kylie Martin
Ryan O'Connor
Ryan O'Hanlon
Brad O'Rafferty
Jacqui Pick
Cathy Price
Jess Reid
Lee Robb
Jen Roberts
Simone Smith
Emily Streader
Kate Wood
Maegen Toms
Justine Thomas
Hannah Williams
Monique Zerk

Administrative and Support Staff

School Administrative Manager – Carol Erskine
School Administrative Officer – Rebecca Cioffi
School Administrative Officer – Taya Cioffi
School Administrative Officer – Keanii Hunt
General Assistant – Greg McDonogh
Computer Coordinator – Rohan Comber

School Learning Support Officers –
Maria Gluyas Donna Sheather
Kylie Gibson Serena Winters

PD/H/PE / RFF

Literacy/Numeracy Support and EAL/D

Teacher Librarian Learning and Support School Counsellor

Abigail Browne
Kim Mullett

Jenny Blair
Karen Armstrong
Violet Innes

Early Stage 1 – Kindergarten

Stage 1 – Years 1 & 2

Stage 2 – Years 3 & 4

Stage 3 – Years 5 & 6

PD/H/PE – Personal Development/Health/Physical
Education

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

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 2021 — 2024

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:

<http://lennoxhead-p.schools.nsw.gov.au>.

STRATEGIC DIRECTIONS

1. Student Growth and Attainment

Purpose: The school will maximise student learning outcomes in Literacy and Numeracy through effective use of data to inform quality teaching practices.

2. Wellbeing

Purpose: We have a strategic and planned approach to develop whole school wellbeing processes that support all students so they can connect, succeed, thrive, and learn.

3. Community Partnerships

Purpose: The purpose of strong foundations is to embed explicit systems that facilitate professional dialogue and collaboration.

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 ALWAYS the classroom teacher.

KEY LEARNING AREAS

ENGLISH

In 2023 a new English and Maths Syllabus was implemented in NSW Schools. In 2024 a new syllabus has been implemented for Year 3-6 students.

- The syllabus recognises that for most students, oral language comes before written language. Oral language outcomes and content are inclusive of students whose primary communication is not through speaking and listening.
- Each research-based key to reading has an explicit outcome, including phonics. Teachers daily opportunities for students to practise reading, starting with the use of decodable texts.
- Focus on reading 'fluency' as a key component of building strong foundations.
- More emphasis on writing and ensuring that students have a clear understanding of how to create a sentence.
- 'Literature' is highlighted as essential in the development of core knowledge for subject English. Listening to and using literature can foster an understanding, appreciation and love of reading.
- Content is structured to highlight the parallel connections across oral language, reading and writing.

MATHEMATICS

- The new **Mathematics** syllabus clearly shows essential learning and supports students to make connections across concepts as outlined in the research for building foundations in Mathematics.
- There is a focus on developing reasoning skills to support a deeper understanding.
- Content is structured to highlight the parallel connections across Number and Algebra, Measurement and Space, and Statistics and Probability, underpinned by the latest research.
- Teachers include examples to support the development of language and vocabulary. Vocabulary knowledge influences the development of reading, writing, oral language and Mathematics skills.
- The new syllabus affirms the strong evidence base of outcomes and content, with an increased emphasis on place value.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/primary-school-k-6>

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 (PDHPE)

The PDHPE K-10 syllabus is shaped by five propositions:

Take a strengths-based approach; Value movement; Develop health literacy.

Include a critical enquiry approach and focus on educative purposes.

These five propositions are organised into three content strands –

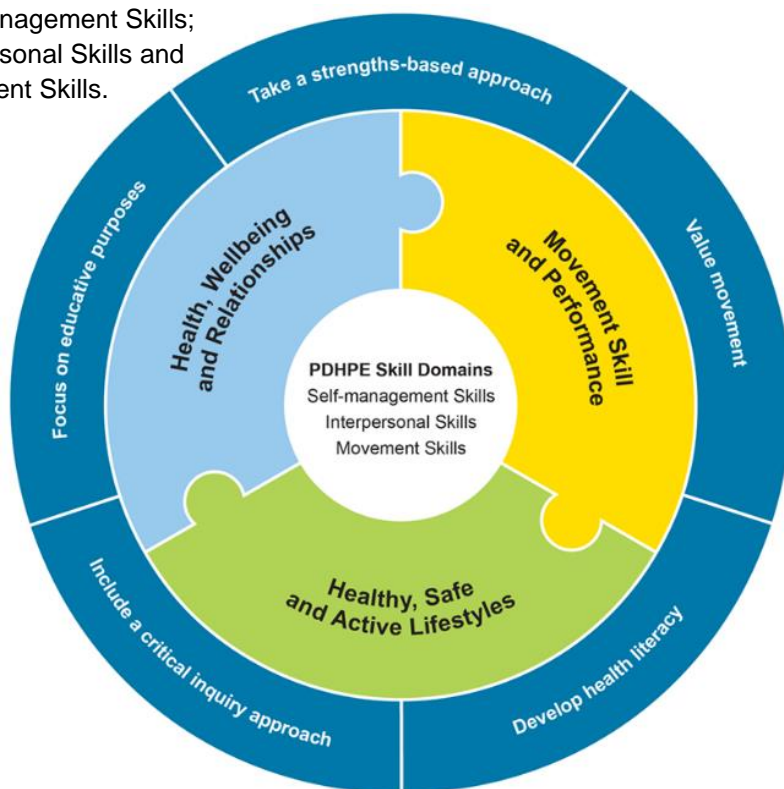
1. Health, Wellbeing and Relationships.
2. Movement Skill and Performance and
3. Healthy, Safe and Active Lifestyles.

The three content strands focus on three PDHPE skill domains.

Self-Management Skills;

Interpersonal Skills and

Movement Skills.



NSW Education Standards Authority, telephone: 02 9367 8111

www.curriculum@nesa.nsw.edu.au

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 first four weeks of 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 – FRIDAY 12:05 IN THE SCHOOL HALL

K - 2 Odd Weeks Years 3 - 6 Even Weeks

GETTING TO AND FROM SCHOOL

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.

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 Principal's approval to do so – please fill out a Request for Extended Leave BEFORE travelling and take the Certificate of Extended Leave with you when you travel. Forms are available 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 always keep track of children.

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.

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 always worn.

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 - 30KM ZONE

We have a patrolled crossing between the hours of 8.30 – 9.30am and 2.45 – 3.45pm. Please observe the **30km/h school zone** between 8.00 – 9.30am and 2.30 – 4.00pm

STARTING AND LEAVING SCHOOL

ZONING

Our local school zone encompasses the following area:
Lennox Head township south to Coast Road. North along Byron Bay Rd to Broken Head Hall and halfway along Ross Lane to the west. Children enrolling from outside this area may be considered by the Principal if space in classes is available as per our enrolment policy. You may check if you reside in zone at: <https://my.education.nsw.gov.au/school-finder>

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 they are 4 years and 6 months old, provided their fifth birthday is before 1 August. Proof of age is required.
Immunisation before enrolment is recommended and an immunisation certificate must be presented on enrolment. We also require proof of address such as a utility bill, lease agreement or rates notice. We cannot accept a drivers licence as proof of address.

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 skirt.

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 Friday. It is worth purchasing a runner-style shoe as physical activities occur most days.

Socks – plain white, grey, or bottle green socks may be worn (no writing on socks). 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. Students will be sent here to look for lost items. **NAME TAGS make identification of equipment/clothing easier. Please label all items including lunch boxes and drink bottles.**

IN SICKNESS AND HEALTH

INFECTIOUS DISEASES	<u>EXCLUSION FROM SCHOOL</u>
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, students requiring an ambulance at school are covered by this 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. Parents should bring medications to the office – please do not allow children to carry these.**

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, such as reading, sporting activities and special days. Please see the section – VOLUNTEERING IN THE SCHOOL.

P&C ASSOCIATION

The Parents & Citizens Association meets on the second Tuesday of each month at 6.00pm at Club Lennox. All parents are encouraged to attend meetings and be informed in relation to things happening at the school.

REPORTING TO PARENTS

Reports are available on the School Bytes Parent Portal at the end of Semesters 1 and 2. Students in Years 3 and 5 participate in the National testing program for Literacy and Numeracy (NAPLAN) that 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. Students in Years 4 and 6 will participate in check-in assessments.

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, Term 1. Interviews will also occur after Semester 2 reports if required. All enquiries should be directed through the school office or via the Sentral Parent Portal.

MAKING CONTACT WITH THE SCHOOL

If you need to talk to your child's teacher, please **call** or **email** the school and the teacher will get back to you.

Always consult the teacher about concerns first. Please do not 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 goals.
- Set clear and consistent limits.
- Monitor how your child spends their 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 (WWCC) 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 WWCC 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 appropriate photo ID.
- * If you are a relative of a student at school you do not need a WWCC. You do however need to complete **WWCC Declaration for Volunteers and Non-Child-Related Contractors** and provide appropriate photo ID. Copies are available from the office.
- * **Everyone** must always enter through 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.

If you would like your child to speak to the School Counsellor, please first arrange a meeting with your child's classroom teacher.

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 (LaST)

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

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. Our canteen uses the online ordering app - Spriggy. You simply download the app onto your phone, set up an account for your child, add funds and then you can order. All orders must be in before 9am each day. Canteen price lists/menu are available in the app or on the school website. If you can assist in the canteen, please contact the school.

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 they have 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 once a week presently on a Friday. Children attend Combined 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. Please advise the school in writing if you wish to change your child's scripture group.

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 WEBSITE

All school events and other important information can be found on the school website: <http://lennoxhead-p.schools.nsw.gov.au>. All weekly award winners and relevant news items are added to the website weekly.

Parents and carers can make any school payments on the website, simply click on 'Make a Payment' in the ribbon at the top of the page. This is our preferred payment method.

SCHOOL BYTES PARENT PORTAL – Essential for our communication

The school does not publish a school newsletter, so it is imperative that parents and carers maintain communication with school via the School Bytes Parent Portal.

The School Bytes Parent Portal provides an effective and improved link between school and home.

The parent portal can be accessed via internet website or by downloading the *School Bytes for Parents app*.

Semester reports will be digitally sent home via the Parent Portal. As well, access will be given for parent-teacher interview bookings, newsfeed and daily notices, absence notifications, school excursion information, notes and payment information.

Included in your enrolment pack are instructions for downloading the School Bytes App.

Online instructions can be found here: <https://support.schoolbytes.education/hc/en-us/articles/5184859634191-Parent-Portal-Set-up-your-parent-portal-account>

You must use a valid email address to create your username. Once successfully registered you will be prompted to enter your username (email address) and the password you created.

MONEY AND EXCURSION NOTES

To reduce our use of paper, most permission notes will be placed electronically on the School Bytes Portal. In some instances, students may need to return notes to school and are to be placed in an envelope in the Office Deposit Box behind the front office before 9.30am. It is essential that parental permission is obtained before pupils are permitted to attend excursions. Notes and money must be clearly labelled in envelopes / or snap lock bags prior to placement in the Office Deposit Box.

Our preferred method of payment is via the School Bytes Parent Portal which can be accessed via the school's website. Other methods of payment include EFTPOS (at school), cash or cheques made out to Lennox Head Public School.

VOLUNTARY SCHOOL CONTRIBUTION

The voluntary contribution goes directly to 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 contributions are \$50 per child or \$80 per family per year.

STUDENT INVOICES can be found on the School Bytes Parent Portal. Items such as such as Textbooks, Handbooks, Life Education lessons, visiting performances throughout the year and online subscriptions such as PAT and Reading Eggs are included. While we do try to include all items for payment early in the year, other items may be added such as excursions and end of year celebrations as planning is finalised. All classes will have one excursion throughout the year. Years 5 and 6 (Stage 3) will have an overnight excursion.

WEEKLY ASSEMBLY

The formal assembly is held weekly on the odd weeks for Years K – 2, on even weeks for Years 3 – 6 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.

EARLY LEAVERS

Families wishing to collect their children early are asked to phone ahead to the school so that the office can locate students and have them ready for collection at the office where they will be given an Early Leavers slip.

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

It is mandatory to teach child protection education in every Stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus.

In primary school, students learn about the roles and responsibilities in positive relationships and the effects of actions such as bullying and violence on the disruption of relationships. Students learn to form and maintain relationships through developing skills in communication, conflict resolution and strategies for coping with changes in relationships.

LIFE EDUCATION

The Life Education van for students in Years K – 2 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.

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 laptops or ipads 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. 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.

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.

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
Gibbon - Green

Henderson - Blue
Ainsworth – Red



MUSIC



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.



HOMWORK

Currently our students aren't given set homework, however home reading is still an expectation. Students are still highly encouraged to do home tasks on Reading Eggs. Kindergarten students will also have high frequency word lists. 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, however – some do not. 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 & notification in School Bytes

Strike 3 – Assistant Principal intervention

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

NOTIFICATION IN SCHOOL BYTES

- A notification in School Bytes is recorded for incidents where students are repeatedly not behaving in line with the school's Three Key Values.
- A notification in School Bytes 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 notifications will be recorded in School Bytes 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 - in line with current NSW Department of Education policy.

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.

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. **Dolphin Awards:** Four are drawn each fortnight at the Monday Assembly from a barrel and the winners receive a canteen voucher.
Responsibility for issue: All staff.

DATES FOR 2024 SCHOOL YEAR

Term 1	Tuesday 30 January to Friday 12 April
Term 2	Tuesday 30 April to Friday 5 July
Term 3	Tuesday 23 July to Friday 27 September
Term 4	Monday 14 October to Wednesday 18 December

DATES FOR 2025 SCHOOL YEAR

Term 1	Wednesday 29 January to Friday 11 April
Term 2	Tuesday 29 April to Friday 4 July
Term 3	Tuesday 22 July to Friday 26 September
Term 4	Monday 13 October to Wednesday 17 December

Please note: The first 2 days of Term 1 are Staff Development Days (staff only) and the first day of Term 2 & 3 are Staff Development Days (staff only).

The dates above are when students attend school.

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

Student of the Week: This award is presented each week to a child who has made a positive contribution to the school.

Buckett of Books: Awarded each month to a student, nominated by teachers, who displays outstanding academic effort and citizenship. Sponsored by Lois Buckett – a local business owner.

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



School Community Charter

Collaborative. Respectful. Communication.

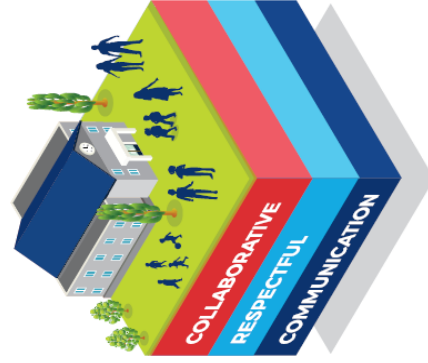
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create **collaborative** learning environments

We work **in partnership** to promote student learning

We all play **our part**

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



THE SCHOOL CANTEEN

The school canteen is an important part of our school. It is managed by the P&C committee.

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.

GALLERY



LIBRARY LESSONS



ANZAC DAY



KINDERGARTEN DOLPHIN DREAMING EXCURSION



EASTER HAT PARADE



YEAR 5 TALLEBUDGERA EXCURSION

