



# GREENETHORPE PUBLIC SCHOOL

## HANDBOOK



## Mission Statement

At Greenethorpe Public School we aim to provide a welcoming, safe, productive and harmonious learning environment where all children enjoy attending. We strive to develop in each child, a pride in self, a sense of responsibility for actions and respect for rules and values. We aim to provide well planned and stimulating instruction in all Key Learning Areas. We strive to ensure that all children are working to capacity and we have intervention strategies in place to ensure desired outcomes are achieved.

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## A Message from the Principal

On behalf of all staff I would like to take this opportunity to extend a warm welcome to all new families at Greenethorpe Public School.

Our school was first established in 1903. It consists of the original building which serves as the Infants Classroom and Computer Lab. The school has a well-stocked Library and an independent Kitchen and Art Room. A separate primary classroom was built under the BER (Building Education Revolution) in 2010. Our administration block is located in an independent building.

The aim of education at Greenethorpe Public School is to provide a secure, caring and stable environment, where confidence, equity and individual potential can be achieved through a partnership in education. Communication between home and school is vital and regular newsletters are sent home as well as text message reminders. Parents are encouraged to discuss student progress with teachers at any time of year and student led conferences are conducted at the end of term 2.

Opportunities are provided for each child to develop intellectually, socially, physically, emotionally, morally and spiritually.

The School is an integral part of the community. It enjoys the support of local residents particularly at times when social events and school celebrations are arranged. An active Parents' and Citizens' Association provides excellent support and has a participative role in some areas of the school's planning and decision-making. Your support and attendance at the Parents' and Citizens' Association meetings and events is both welcomed and appreciated.

The school has a strong focus on Literacy and Numeracy and we are constantly reviewing existing practises and attending professional learning to improve teaching and learning outcomes. Our Literacy and Numeracy programs are supported by a Learning Support Teacher and an Instructional leader who is appointed by the Department of Education and Communities. The progress of all children is carefully monitored and intervention put in place whenever necessary. Extension programs and adjustments are also available for those children who are creative thinkers or those who may be considered gifted and talented.

The school is very well equipped with modern technology and all children have access to personal computers, laptops and I Pads. Software is purchased carefully and is designed to complement the curriculum. All children have their own email accounts which are for school use only. They also have a collaboration folder linked to the school server which is used to store work securely. High expectations are set in terms of computer usage and internet access. Filters are in place which should prevent children gaining access to inappropriate sites.

The school grounds are expansive and well maintained with many large established trees providing ample shaded areas for play. This playground is watered through a bore and pop up automated sprinkler system. The bore is also used to water the remaining lawns and gardens as well as a substantial vegetable garden. The children enjoy our large adventure playground and other outdoor play stations such as our sandpit and chess board. We have an extensive array of sporting and play equipment which is upgraded regularly.

All staff members at the school look forward to working closely and enthusiastically with you and your children. This is a draft document which is designed to be a helpful resource for new families. I would appreciate any feedback you can offer to improve this handbook before we publish the final document in 2015. Please contact the school for further clarification of topics covered in the handbook or if you have questions about any matter which is not included.

Garry Heath,

Principal

## Aboriginal Education

All students are involved in the Aboriginal Education Program within our school. This Program is integrated across a range of Key learning Areas. A school representative attends our local Aboriginal Education Group meetings in Cowra and we have a trained Anti-Racism Officer on staff. The school aims to establish closer links with our Aboriginal Community during 2015.

## Administration Matters

Please ensure that all permission notes, book club orders, surveys etc., are returned promptly. Payment is necessary for some excursions and should be made prior to the event. If there is any reason a family is unable to pay at that time, please discuss a payment plan with the school principal. No child should be kept from attending any event because of an inability to pay.

## After School Arrangements

Children travel by bus, car or bike and some children walk home. Children are supervised at the School gate where they are met by parents or board the school bus. Children who walk or ride must go straight home; however, they are not permitted to leave the grounds until the bus has departed. All children riding a bike or scooter must wear a helmet. Any changes to travel arrangements should be made with both the school and the bus driver. Our school bus driver is Mr Ralph Garwood. Mr Garwood's phone number is 63 82 6323. If it is not possible to send a written note to school, a phone call should be made, well before the afternoon bell which rings at 3:00pm. You are welcome to send a text to the Principal's phone 0431 011229.

## Assemblies

A mini assembly is held at 9.00am every morning and at 2:50 on Fridays. The School has a formal assembly toward the end of each term. These assemblies are run by the captain and vice captain of the school. This time is used to present merit certificates, and to showcase the students' work for the term. It is also a forum to make special announcements by either the Principal or the President of the P&C. A reminder about this date is included in the newsletter calendar. All parents are invited to attend our assemblies and we also encourage attendance by extended family members and members of the community.

## Attendance/Absences

Regular attendance is important to ensure satisfactory academic progress in all Key Learning Areas. If your child is absent, please send an explanatory note or contact the school by phone giving a reason for the absence. Notes still need to be sent following any verbal notification.

## Bell Times & Supervision

1st Bell	9.00am		
Recess	11.00am	-	11.25am
Lunch	1.00pm	-	1.50pm
Final Bell	3.00pm		

Playground supervision is provided at Recess and Lunch time. Supervision begins at 8:30am each morning. Students on school grounds before this time will not be supervised and are expected to remain on the Infants classroom verandah and read quietly. Before 9.00am the children are expected to play quiet games in designated areas. Children are not permitted to be in the school grounds after school hours unless in the company of a parent or carer for a function.

## Book Club

Children are offered the opportunity to purchase quality books. Brochures are sent home with the children each month.

## Book Fair

Book Fairs are held at various times; usually once per year. Families have the opportunity to purchase books from the fair and the school is paid a commission on book sales. We use this commission to purchase additional books for the school library.

## Bullying

Greenethorpe Public School has zero tolerance for bullying. Parents and students are asked to inform class teachers and/or the school principal about any bullying incident that takes place. Whilst we try to discourage any form of bullying it is not always possible be aware of it. Your support in this regard will ensure the chance of further bullying is minimized. A copy of the school Anti-Bullying Policy is attached as Appendix C.

## Buses/Travel

We have a school bus service which travels from Young each morning via Monteagle and links up with buses from Cowra before transporting children to Greenethorpe Public school. Children are encouraged to behave responsibly on the bus at all times. The school principal or the bus company will contact parents in the event of any breach of behaviour which may endanger either the bus driver or other passengers. Application forms for subsidised travel are to be completed prior to children travelling on the school bus. These forms are available from the bus driver.

Conveyance forms for private transport are also available for any parent who has to transport a child in Infants grades to either school or a bus stop, irrespective of distance..

Conveyance forms for private transport are also available for grades 3 and above provided they travel more than 1.6 kms to either their bus stop or to school.

## Canteen

We do not have a regular canteen at the school. However, the children cook healthy lunches on a Friday as part of the Live Life Well Program about once a month. On some occasions we have a sausage sizzle but try to restrict these to encourage healthy eating habits.

## Contact Information

### School Address

Greenethorpe Public School  
Main Street  
GREENETHORPE NSW 2809

### School Phone Number

(02) 63 43 6324

### School Fax. Number

(02) 63 43 6236

### Principal's Mobile Number

0431011229

### Principal's Email

[garry.heath@det.nsw.edu.au](mailto:garry.heath@det.nsw.edu.au)

### School Email

[greenethor-p.school@det.nsw.edu.au](mailto:greenethor-p.school@det.nsw.edu.au)

## Counselling

Help is available if families have any concerns about any aspect of your child's development. Our School Counsellor is at the school once a term, testing children referred by teachers for assessment of learning difficulties, behaviour and/or social adjustment problems. Parents are consulted and written permission is requested prior to any intervention by the School Counsellor. The Counsellor provides parents and the school with a comprehensive, written report following all student assessments.

The Young Community Health Centre (ph. 63 82 1522) offers a wide range of counselling services. Family care (Ph. 02 6942 0220) offers crisis assistance.

Should you be seeking assistance from the school counsellor, please contact the principal, who will make suitable arrangements for an appointment.

## Confidentiality

All parents are reminded about the importance of confidentiality when visiting the school for any reason. Volunteers, who have access to information, should consider it to be confidential. We work hard to discourage any negative perceptions of our school and encourage all families to be positive in their relationships with other parents or prospective parents within the community. No child should be compared to another as this can sometimes cause conflict between families.

## Curriculum

A guide to the new NSW syllabuses is available from the school and will be sent home to all new enrollees with the school Handbook.

<b>Kindergarten – Year 6</b>	
2011–2012	<ul style="list-style-type: none"><li>• Syllabus and support material developed by December 2012</li><li>• Sectors plan implementation support</li></ul>
2013	<ul style="list-style-type: none"><li>• Familiarisation and planning</li></ul>
2014	<ul style="list-style-type: none"><li>• English – start teaching</li><li>• Mathematics – optional to start teaching</li><li>• Science and Technology – optional to start teaching</li></ul>
2015	<ul style="list-style-type: none"><li>• Mathematics – start teaching</li><li>• Science and Technology – start teaching</li><li>• History – optional to start teaching</li></ul>
2016	<ul style="list-style-type: none"><li>• History – start teaching</li></ul>



## Discipline Policy (See Appendix A)

Being a small school we are fortunate to have very few discipline issues. We rely on parents to support us in ensuring children take responsibility for their actions and accept punishments appropriate to misdemeanour.

Our School Code Of Behaviour has been developed by the children to ensure a harmonious and safe environment for the whole school community. Our school Code Of Behaviour is:

- Be honest
- Show kindness
- Respect people and property

Instances of rough or dangerous play will result in children being excluded from playground activities for a specified time.

Whilst the class teacher, as part of a basic classroom management program, will handle most breaches of discipline, parents may need to be called in if it is felt that a collaborative approach would be beneficial.

## Early Action for Success

*Early Action for Success* is the Department's strategy to implement the NSW Government's Literacy and Numeracy Action Plan. The strategy aims to improve students' performance through a targeted approach in primary schools. It involves the identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child's needs.

## Enrolling in a NSW Public School.

Enrolment forms are available at the school. These are a comprehensive document and must be completed accurately to ensure we have access to correct information at all times. Please inform the school in writing if there are any changes of information. There are some restrictions on age limits for a child to enrol. Please discuss this with the school principal prior to enrolment if you are concerned that your child is too young to commence school.

## Every Student Every School

Every Student, Every School is an initiative providing better learning and support for the 90,000 students with a disability, learning difficulties or behaviour support needs in our public schools. These needs are being addressed through a strong focus on professional learning and support for teachers and support staff. Please contact the staff if you are aware that your child has any specific needs.

## Excursions

Primary children have the opportunity to take part in a major excursion each year. Small Schools in the Young District combine to offer a very worthwhile and valuable learning experience.

All students have the opportunity to participate in our whole school excursion which is held once a year in Term 3. In past years, this excursion has been heavily subsidised by the P&C to ensure all

families can participate. Parents of children in Kindergarten are also given the opportunity to attend these overnight excursions, in a supportive role for our younger students.

## Family Information/Family Changes

New families to the school receive forms to be completed and returned to the school. This supplies the school with your child and family details as well as medical information that the school may need to know in an emergency. If your family name, address, phone or emergency contact number or doctor changes, please inform the school. It is vital that we are kept informed of your current phone number.

## Food

### **Crunch and Sip**

All children are encouraged to have a healthy snack break and a drink during the morning session. This snack should be either fresh fruit or vegetables and the drink should be water. This is part of the Live Life Well Program which provides government funding to our school for teacher training. It also provides resources to teach children about the importance of nutrition and healthy lifestyles.

### **Morning Tea and Lunch**

All children should be provided with a healthy morning tea and lunch each day. Ideally this should exclude over-processed foods which are high in fats, sugar and salts. Whilst these foods are easy to prepare, they are expensive and have little nutritional value. Research indicates that there is also a direct link between adequate nutrition, learning and behaviour. Staff members are not permitted to heat food in a microwave for children. Refrigeration is available for lunches in the summer months. On occasions, children will be treated to some sweets to celebrate birthdays or other special events.

## Homework/Home Reading Scheme

Parents are informed of homework expectations at the commencement of each term. Whilst homework is not compulsory, we strongly encourage your active involvement in supervising your child's homework, particularly reading. Home readers are sent home every night with infant's classes and independent readers are encouraged to borrow novels from the library for home reading. It is vital that an adult either reads to, or hears a child read, every night in their formative years. Please keep up this reading homework in the school holidays. It should be reading for pleasure, not a task or a chore to be avoided.

## Interviews

Do not hesitate to contact the school to arrange an appointment to discuss your child's progress. Teachers welcome discussion with parents. The best time to do this is after school. If this is not possible we can arrange a mutually acceptable time.

Please do not interrupt class times to make these appointments or to have other discussions with class teachers. If parents wish to visit a class, you are encouraged and welcome to do so. Please make prior arrangements with the class teacher before these visits so that instructional lessons are not interrupted.

As an important part of our annual reporting system, all parents are strongly encouraged to attend our student led conferences and/or interviews with the class teacher towards the end of term two.



## Kindergarten Orientation Program

Each year an orientation program will be organised to ensure all new students are introduced to the routines of school life. This is also an invaluable time in which the class teacher is able to get to know your child.

Year two children moving into Primary have their own orientation into the Primary grades during some of this time.

All families with prospective enrolments will be contacted in term one of the year prior to their commencement at school. Timetables for orientation sessions will be distributed at this time.

## Legal Matters

It is important that the school is notified of any custodial court orders which may affect parental contact. We should also be notified of any Apprehensive Violence Orders that may be in place. Copies of documentation should be given to the school. Notification should also be given to the school if there are any changes to court orders.

## Library

Each child from K-6 has a Library lesson every week. They can borrow up to three books from the library provided they have a durable library bag.

Parents are asked to make sure books are treated with respect and any damage reported to the school when the book is returned. It is expected that lost or damaged books will be replaced. The Library is also available to children during school time to carry out research.

## Medical Issues

### **Allergies**

The school needs to be informed of any allergies or intolerance children may have. We encourage parents

### **Ambulance**

The School contributes to the NSW Ambulance Fund. The ambulance is called if a child's health is considered at risk. Of course, parents or contact persons will be notified as soon as possible regarding their child/children's health situation.

### **Asthma**

All children with a puffer at school should have an Asthma plan . These plans are available from doctors. A copy should be given to the school along with any medication your child may need to take. A record is kept of all medication administered by staff.

### **First Aid**

Only basic first aid will be completed at school. All staff members have a first aid qualification and have been trained to administer an EpiPen in the event of an anaphylactic event, but none have a formal medical qualification. For this reason if a child sustains a serious injury or illness, an ambulance will be called and parents will be contacted.

### **Infectious Diseases** (Please see **APPENDIX B**)

Please consult the infectious diseases chart to determine the extent of isolation from school in the event that your child contracts a contagious illness.

## **Dentist (School)**

The School Dental Clinic is located in Cowra. This service is free for Infants and Primary children. Appointments can be made by calling 1800 450046. The service sends home regular appointment notices with the children via the school, if dental work is required. The dental team visits the school on occasions to inspect the dental health of our children. A consent note is sent home prior to each visit. Should there be a need for additional dental treatment to be undertaken the dental therapist will contact parents directly. This work is completed in Cowra.

## **Medication**

All medication must be clearly labelled with the child's name, dosage, times etc. and the school informed of requirements for administering such medication. All medication should be handed to a teacher upon arrival at school. Some children may need to carry an asthma puffer with them during sport. Only children with an asthma plan should have a puffer.

## **Non - Uniform Days**

Sometimes known as Mufti days, these are days held throughout the year and are usually to raise money for charity.

## **Parent Involvement**



The role that parents play in the education of their child has the potential to strengthen the support provided by schools in improving the educational outcomes of students with additional learning and support needs. When the relationship between the school and family is trusting and collaborative there are benefits for all, but most importantly the student.

Research on improving educational outcomes for students, supports the cooperation of those who have the greatest influence on them, namely parents and teachers. There is unequivocal evidence that parental involvement makes a significant difference to educational achievement. When schools and parents are able to work together in constructive and meaningful ways much can be achieved.

Parents as partners in education are appreciated. Your skills are valued. Help can be given in many areas of the curriculum. If you would like to help and can commit to a regular time slot, just let the school know. All volunteers working with children must undergo a working with children check. These are currently free and can be organised through the RTA. If you need assistance please contact our school Senior Administration Manager, Mrs Clarke on either Monday or Thursday.

## **Performances and Workshops**

The school selects these performances and/or workshops based on relevance to the NSW Syllabus. They may relate to a range of Key Learning Areas or be more specific to one Key Learning Area such as Science. The decision to attend performances or workshops is based on value for money and the educational impact they will have on those children attending.

## P & C Association

The Greenethorpe P & C Association meets on the second Wednesday of each month at the school. All parents/citizens are welcome to attend the evening meetings at the school beginning at 4.00pm. The P&C makes significant contributions to our school both financially and socially. We have a tremendous attendance percentage at these meetings and encourage all families to be represented whenever possible.

## Permission Notes

At the start of each school year a permission note will be sent home to cover a number of events for the whole year such as walking to venues within the village and having children's photos published in a range of media. In 2015 a computer usage contract will also be issued and will need to be returned signed and dated prior to any child using a computer for internet access. On other occasions notes will be sent home separately.

## Photographs

A professional photographer nominated by the school takes class, whole school and individual photographs, each year. Permission for your child to be photographed for the purpose of media releases is requested in a consent note at the start of the year.

## Policy

The school has developed a number of local policies which are available on request, many of which are included in this handbook. The NSW Department of Education and Communities also has many policies which we must abide by. For more information please visit the Department's A-Z of Policies Website. <https://online.det.nsw.edu.au/policiesinter/atoz/search.do?level=>

## Private Transport

From time to time, the school may request assistance with Private Transport. If you are taking children other than your own in a private vehicle on school related business, we ask for a copy of your vehicle registration and driver's licence. This is to ensure no child is conveyed in an unregistered vehicle or by an unlicensed driver.

## Prize giving

Each year annual prizes and presentations are awarded at a special Christmas/Prize giving assembly. All children are presented with a book and Year 6 pupils receive a farewell certificate/gift. Awards and trophies are given for a range of achievements. These are generously donated by local individuals, service clubs and business houses.

## Property (Responsibilities)

Lost property is a major problem in most schools. We are unable to return items of clothing that are not clearly marked. All unclaimed clothing (without a name) will be washed and returned to the clothing pool for resale at the end of each school term.

- \* Make sure all articles, especially lunch boxes, drink bottles, hats, jumpers and jackets are clearly and permanently marked.

- \* Leave treasured and valuable toys, jewellery and books at home. They are easily damaged or lost. No responsibility can be taken for the loss of, or damage to toys, books, trinkets, etc. brought to school.
- \* Make sure your child's suitcase/schoolbag is easily recognisable, and encourage him/her to leave it in the correct place on the hooks outside both classrooms.
- \* Every effort is made to return any 'lost' property to its owner.
- \* Any dangerous items such as pocket knives, cigarette lighters, etc. MUST NOT be brought to school.
- \* No child is to bring any computer software to school. A USB storage device may be requested in primary classes.

## Religious Instruction

Non-denominational scripture lessons are provided by visiting clergy and lay teachers every Friday between 9.00 and 9.30am for all children. We have an Easter and Christmas liturgy each year which is planned by the scripture teachers.

## Reports

We encourage all families to discuss their child's progress with his/her class teacher throughout the year. It is not a good policy to leave such discussions until reports are issued. More formal interviews may also be requested by either parents or teachers following the issue of school reports. The school reporting format will be reviewed in 2015.

- |        |   |  |
|--------|---|--|
| Term 2 | - | A written report is sent home. This report is outcomes based under the guidelines of the NSW Department of School Education and Communities  |
| Term 4 | - | A written report is sent home. This report is Outcomes based under the guidelines of the NSW Department of School Education and Communities. |

## School News

A regular weekly newsletter is sent home with children on Fridays. Community information is welcome in the School Newsletter. The school calendar of events is updated in the weekly newsletter.

## School Uniform

All children are encouraged to wear full school uniform. We expect parents to support us in this encouragement as we strive to instil pride in appearance and in the uniform itself. Please send a note to school if your child is unable to wear the school uniform. On occasions awards are given for consistently wearing school uniform.

### **Art Smocks**

The school has a supply of art smocks shared by the students. These are stored in our art room. We ask that children wear these to protect clothing during all Art lessons where paint is being used.

### **Hats**

In accordance with Cancer Council guidelines, children are encouraged to wear green broad brimmed hats with school emblem when outside during play. The School has a "NO HAT - NO PLAY" As a further preventative measure, sunscreen is provided for children's use at school. Hats are available for purchase at school. The school also has a warm beanie which can be worn in Terms 2 and 3 only. Beanies are also available from the school.

Greenethorpe Public School colours are **GOLD** and **GREEN**.

## **Summer**

### **Monday to Thursday**

#### Girls

Green school bucket hat with badge  
Check dress with green collar OR  
White short sleeved shirt and green skorts or shorts.  
White socks and black school shoes

#### Boys

Green school bucket hat with badge  
Grey short sleeved dress shirts  
Grey Shorts  
  
Grey socks and black school shoes

### **Friday Sport**

#### Girls

Green bucket hat with school badge  
Gold short sleeved polo shirt with badge and green edging on collar  
Green shorts or skorts  
White socks and sport shoes

#### Boys

Green bucket hat with school badge  
Gold short sleeved polo shirt with badge and green edging on collar  
Green shorts  
White socks and sport shoes

## **Winter**

### **Monday to Thursday**

#### Girls

Green checked Pinafore with white long sleeved dress shirt/skivvy OR  
Green dress pants with white long sleeved dress shirt/skivvy.  
Green fleecy top with school badge  
Green socks or stockings and black school shoes  
School beanie with logo

#### Boys

Grey long sleeved dress shirt/skivvy.  
Green fleecy top with badge  
Grey trousers  
Grey socks and black school shoes  
School beanie with logo

### **Friday Sport**

#### Girls

Gold long sleeved polo shirt  
Green fleecy top with badge  
Green track pants  
White socks and sport shoes

#### Boys

Gold sleeved polo shirt  
Green fleecy top with badge  
Green track pants  
White socks and sport shoes

So that all colours and styles are uniform, the school has a preferred supplier. Orders can be taken if you wish to purchase items for your child.

Our school uniform co-ordinator will be available for the purchase of school uniforms on Thursday Mornings from 8.30am . A limited clothing pool is also available at the school where clothes are sold at a minimal price

## Sport

Children have sport on Fridays and sports uniform should be worn.

The School also participates in Cross Country, Swimming, Athletics and Phillips Shield Carnivals.

These carnivals provide the opportunity for students to go on to representative levels.

A District Schools-based Intensive 'Learn to Swim' Program is held during November/December each year. We are also involved in the Premier's Sporting Challenge each year which encourages active lifestyles and healthy choices.

## Stewart House

Every year 1,800 public school children attend our safe haven next to Curl Curl beach at no cost to their parents or carers. During a 12 day stay they are provided with dental, optical, hearing and medical screening and treatment.

Children participate in educational programs and excursions designed to develop their social and emotional skills, build self-esteem and improve their overall well-being.

This experience provides children with a much needed break from their current circumstance. Our children are inspired to see beyond the present and to have real hope and positive aspirations for their future.

Stewart House caters for children from Year 2 to Year 8 who are enrolled in public schools in NSW and the ACT. Younger or older children may attend with the approval of the Principal, Stewart House School.

## Year 6 - Placement into Year 7

Parents of Year 6 students are asked to nominate their preferred high school on a Departmental Document which is supplied early in the year. Students have access to orientation days at all local high schools.

## Amendments and Additions



## APPENDIX A



# SCHOOL DISCIPLINE POLICY

## Rationale:

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment.

## Statement of Purpose:

Greenethorpe Public School is committed to providing the best possible educational environment for every student. This will be achieved by:

- Building and maintaining a safe and secure quality learning environment based on positive behaviour, mutual respect and cooperation.
- Ensuring the rights of all students and staff to be treated fairly and with dignity in an environment free from bullying, harassment and intimidation.
- Managing student behaviour in a positive and professional manner.
- Establishing well understood and logical consequences for student behaviour.

## Implementation:

For the school to best provide a stable, safe and ordered environment within which students learn effectively and behave responsibly, a set of values agreed to by all members of the school community needs to guide the discipline policy.

School practices will encourage students to value the personal dignity and worth of themselves and others through:

- Actively encouraging the students to achieve their personal best and pursue excellence
- Establishing teaching and learning programs that provide opportunities for all students to value themselves and others
- Providing experiences to develop problem solving skills

- Training students to use their speaking and listening skills

**The school will provide opportunities for all students to develop a respect for the values that underpin our society and its laws through educating the students about:**

- accepting lawful and just authority
- respecting the rights and property of others
- conforming to the accepted rules and requirements of the school
- actively pursuing a peaceful resolution to conflict.

**The school will promote national pride and a sense of common purpose through:**

- celebrating and participating in national events
- providing opportunities to appreciate Australian art, literature, music and drama
- promoting Aboriginal perspectives across the curriculum
- holding regular school assemblies
- recognising and respecting the national flag, anthem and emblems.

**The school will encourage students to develop self-discipline by accepting responsibility for their own behaviour through:**

- recognising and praising good behaviour
- consistently following clear and fair procedures in dealing with unacceptable behaviour
- acknowledging and praising honesty
- providing students with opportunities to:
  - make responsible decisions
  - accept responsibility appropriate to age and maturity
  - develop and display initiative
  - work independently
  - co-operate in group efforts

**The school will foster in the students a feeling of belonging to the school and its community through:**

- Ensuring students take part in school activities such as excursions and concerts
- Involving students in community activities
- Encouraging students to comply with the school dress standards

## **STUDENT CODE OF CONDUCT**

As the school code of behaviour is to be honest, show kindness and to respect people and property, students at Greenethorpe Public School are expected to:

- behave in a responsible and appropriate manner towards their peers, school staff and members of the school and wider community
- be aware of their own and others' safety
- follow all proper requests from staff and others in a position of responsibility
- arrive at school on time every day
- apply themselves to class work, homework and other set tasks
- wear school uniform

**In addition to the school rules, it is expected that all students abide by the Core Rules in NSW Government Schools. These state that all students in NSW government schools are expected to:**

- attend every school day, unless they are legally excused, and be in class on time and prepared to learn;
- maintain a neat appearance, including adhering to the requirements of the school's uniform policy;
- behave safely, considerately and responsibly, including when travelling to and from school;
- show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities;
- treat one another with dignity and respect;
- care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Specific school rules have been developed and agreed through class discussions to ensure all students' right to an education in a safe environment.

## SCHOOL RULES

- Stay in agreed playground areas unless given permission to leave these areas
- Do not pick-up sticks or climb trees whilst at school
- Games involving tackling or harsh physical contact are banned
- Always speak politely to others
- Always allow others to work and play without inappropriate disruption
- Work and play with enthusiasm and effort

Students, staff and parents all have a role to play in ensuring that the school is a safe and harmonious place where learning and good relationships are valued and fostered.

### **Staff are expected to:**

- speak and act with courtesy and respect
- be appropriately dressed
- provide adequate supervision
- maintain an accurate attendance register
- ensure messages and newsletters are passed on to the students in a timely manner
- respect Departmental directives regarding smoking, alcohol and drug use on school premises
- provide appropriate an appropriate educational program for all students
- acknowledge effort
- maintain effective discipline in the classroom, the playground and on excursions

### **Parents are expected to:**

- speak and act with courtesy and respect AVOIDING
- be appropriately dressed
- ensure that their children attend school every day unless there is a legitimate reason for absence and to contact the school to explain the absence
- ensure their children arrive at school on time and equipped to work
- ensure their children wear clean school uniform
- provide their children with appropriate food and drink for the school day
- respect Departmental directives regarding smoking, alcohol and drug use on school premises;
- support the school's academic, social and discipline programs;
- support and encourage students to do their best through acknowledgement of effort.

## **PROCEDURES TO DEAL WITH INAPPROPRIATE BEHAVIOUR**

A set list of penalties cannot be drawn up to cover all possible breaches of school rules under all circumstances. Generally, the following sanctions will apply. Whilst listed in order of severity, it does not follow that each of these procedures will be followed in strict order. Each situation must be judged on its effect on individuals and the school community as a whole. If the behaviours are of a serious nature the principal will exercise his or her discretion to bypass some or all of the steps below. This will occur for incidents involving drugs, extreme violence or the use of weapons.

1. Reminding of school rules
2. Investigation of incident by duty teacher, following Restorative Justice Principles, as outlined in the school's anti-bullying policy.
3. Time out – removal from an activity for a short period
4. Formal detention – student is referred to the principal. The student completes an incident report which is kept on record. Parents are notified.
5. Parental interview
6. Referral to School Counsellor
7. Individual behaviour program
8. Suspension
9. Expulsion

## **PROCEDURES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

The following are examples of strategies used by the school to reinforce and acknowledge student achievement and positive behaviours –

- All staff members are aware of the need to observe student behaviour and provide immediate verbal recognition and encouragement.
- Classroom merit awards.
- Recognition at assemblies.
- Stickers and stamps.
- Class or individual Dojos.
- Special privileges.
- Reward schemes as negotiated in individual classes.
- Annual book prizes for all students recognising a significant achievement.
- Special annual awards such as citizenship or leadership.

## APPENDIX B

### INFECTIOUS DISEASES – (Adapted from NSW Health Department Nov 2014)

#### Chicken Pox

Time from exposure to illness

10 to 21 days, usually 14 to 16 days.

Symptoms:

Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab.

Do I need to keep my child home?

Yes, for 5 days from the onset of the rash and the blisters have dried.

How can I help prevent spread?

Immunise your child at 18 months of age. Immunisation is recommended for children at 12 years if they are not immune.

#### Conjunctivitis

Time from exposure to illness

1-3 days.

Symptoms:

The eye feels scratchy, is red and may water. Lids may stick together on waking.

Do I need to keep my child home?

Yes, while there is discharge from the eye.

How can I help prevent spread?

Careful hand washing; avoid sharing towels. Antibiotics may be needed.

#### Gastroenteritis

Time from exposure to illness

Depends on the cause: several hours to several days.

Symptoms:

A combination of frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.

Do I need to keep my child home?

Yes, at least for 24 hours after diarrhoea stops.

How can I prevent spread?

Careful hand washing with soap and water after using the toilet or handling nappies and before touching food.

#### German Measles (Rubella)

Time from exposure to illness

14 to 21 days.

Symptoms:

Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. Can cause birth defects if pregnant women are infected.

Do I need to keep my child home?

Yes, for at least 4 days after the rash appears.

How can I help prevent spread?

Immunisation (MMR) at 12 months and 4 years of age.



### Glandular Fever

Time from exposure to illness

4 to 6 weeks.

Symptoms:

Fever, headache, sore throat, tiredness, swollen nodes.

Do I need to keep my child home?

No, unless sick.

How can I help prevent spread?

Careful hand washing, avoid sharing drinks, food and utensils, and kissing.

### Hand Foot and Mouth Disease

Time from exposure to illness

3 to 5 days.

Symptoms:

Mild illness, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area.

Do I need to keep my child home?

Yes, until the blisters have dried.

How can I help prevent spread?

Careful hand washing especially after wiping nose, using the toilet and changing nappies.

### Head Lice

Time from infestation to eggs hatching

Usually 7 to 10 days.

Symptoms:

Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp.

Do I need to keep my child home?

No, as long as head lice management is ongoing.

How can I prevent spread?

Family, friends and classroom contacts should be examined and treated if infested. Clothing and bedding should be washed in hot water.

### Hepatitis A

Time from exposure to illness

About 4 weeks (can range from 2 to 7 weeks).

Symptoms:

Often none in small children; sudden fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.

Do I need to keep my child home?

Yes, for 2 weeks after first symptoms or 1 week after onset of jaundice.

How can I help prevent spread?

Careful hand washing; those that have had close contact with an infected child may need to have an injection of immunoglobulin; immunisation is recommended for some people.

### Impetigo (school sores)

Time from exposure to illness

1 to 3 days.

Symptoms:

Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp.

Do I need to keep my child home?

Yes, until antibiotic treatment starts. Sores should be covered with watertight dressings.

How can I prevent spread?

Careful hand washing.

Measles

Time from exposure

About 10 to 12 days until first symptoms, and 14 days until the rash develops.

Symptoms:

Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.

Do I need to keep my child home?

Yes, for at least 4 days after the rash appears.

How can I prevent spread?

Immunisation (MMR) at 12 months and 4 years. Childcare/school attendees who are not immune may be excluded for 14 days after onset in the last case at the facility.

Meningococcal Disease

Time from exposure to illness

Usually 3 to 4 days (can range from 2 to 10 days).

Symptoms:

Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash.

Do I need to keep my child home?

Seek medical attention immediately.

How can I help prevent spread?

Individuals who have had close contact with the infected child should see their doctors urgently if symptoms develop, and may need to have a special antibiotic. Immunisation with Meningococcal C vaccine at 12 months of age.

Molluscum Contagiosum

Time from exposure to illness

7 days to 6 months.

Symptoms:

Multiple small lumps (2-5mm) on the skin that are smooth, firm and round, with dimples in the middle. Lumps in children are mostly on the face, trunk, and upper arms and legs. Symptoms can last 6 months to 2 years without treatment.

Do I need to keep my child at home?

No.

How can I help prevent spread?

Avoid contact sports when a child has uncovered lumps

Mumps

Time from exposure to illness

Usually 16 to 18 days (can range from 12 to 25 days).

Symptoms:

Fever, swollen and tender glands around the jaw.

Do I need to keep my child home?

Yes, for 9 days after onset of swelling.

How can I prevent spread?

Immunisation (MMR) at 12 months and 4 years of age.

Ringworm

Time from exposure to till illness

Varies (may be several days).

Symptoms:

Small scaly patch on the skin surrounded by a pink ring.

Do I need to keep my child home?

Yes, until the day after fungal treatment has begun.

How can I help prevent spread?

Careful hand washing.

#### Scabies

Time from exposure to illness

New infections: 2 to 6 weeks; reinfection: 1 to 4 days.

Symptoms:

Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.

Do I need to keep my child home?

Yes, until the day after the treatment has begun.

How can I prevent spread?

Individuals who have had close contact with the infected child should be examined for infestation and be treated if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

#### Scarlet Fever

Time from exposure to illness

1 to 3 days.

Symptoms:

Sudden onset sore throat, high fever and vomiting, followed by a rash in 12 to 36 hours.

Do I need to keep my child home?

Yes, until at least 24 hours of treatment has begun and the child is feeling better.

How can I prevent spread?

Careful hand washing. Sick contacts should see their doctor.

#### Whooping Cough

Time from exposure to illness

Usually 9 to 10 days (can range from 6 to 20 days).

Symptoms:

Starts with a running nose, followed by persistent cough that comes in bouts. Bouts may be followed by vomiting and a whooping sound as the child gasps for air.

Do I need to keep my child home?

Yes, until the first 5 days of a special antibiotic have been taken.

How can I help prevent spread?

Immunisation at 2, 4, 6 months and 4 years of age. A particular antibiotic can be given for the patient and those that have been in close contact. The infected child should be excluded from childcare and school until 5 days after treatment begins. Unimmunised childcare attendees may be excluded from childcare unless they take the antibiotics.

## APPENDIX C



# GREENETHORPE PUBLIC SCHOOL ANTI-BULLYING POLICY

Updated February 2013

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### ***Statement of Purpose***

Greenethorpe Public School is committed to creating a safe and caring environment in which all students achieve success socially as well as academically. As a school community we do not tolerate bullying or harassment. Any bullying incident that comes to the attention of students and staff should be dealt with according to the policy and procedures outlined below. Managing the incident swiftly and consistently enforces our zero tolerance of such behaviour within the school, and promotes a safe learning environment for students and staff.

### **What is Bullying?**

Bullying takes many forms including psychological, emotional, cyber, social or physical harassment at school or within the school community and as a community we have both the right and the responsibility to ensure bullying has no place in the culture of our school.

Bullying affects the victim who may suffer from depression, shyness, low self-esteem, poor academic achievement, physical injury and truancy. They may develop the perception that something is wrong with them. It also affects the bully who may have problems in maintaining relationships, sometimes displaying increased use of aggression and violence, putting them at odds with society.

### **Some examples of bullying that can occur:**

**Verbal:** name calling, putting down, threatening, daring, manipulating, bribing and teasing.

**Physical:** hitting, tripping, poking, kicking, damaging or stealing belongings, hat hiding, using stand over tactics, biting and chasing.

**Social:** spreading rumours, writing notes, talking about invading other children's' space, excluding children from activities and cyber bullying.

**Psychological:** stalking, giving dirty looks, not listening and/or sighing.

## **Who is responsible?**

### **Staff's Responsibilities:**

To model appropriate behaviour at all times.

To monitor and track incidences of bullying and respond in an appropriate and timely manner according to the Anti-Bullying Policy

To communicate any bullying behaviour to the Principal

To implement school programs, promoting positive relationships that incorporate strategies to deal with bullying

To discuss bullying incidents with parents.

### **Parents' Responsibilities:**

To be aware of and support the school's Anti-Bullying Policy

To take an active role in their child's school life and watch for signs that their child maybe being bullied

To encourage their child to adopt learnt strategies to deal with bullying

To instruct their child to 'tell' if they are being bullied

To inform the school if any bullying is suspected

### **Students' Responsibilities:**

To behave appropriately at all times

To show consideration and respect and to support others

To 'tell' if they are being bullied or if they see someone being bullied – both at school and on the way to and from school

To attempt to use learnt strategies to deal with bullying incidents

### **Preventative Strategies:**

Education and promotion of the school's Anti-Bullying Policy

Use of Restorative Practice

Student Welfare programs

Productive and respectful relationships established between all members of the school community

Classroom rules, routines and processes negotiated and applied consistently

Adequate supervision of students during breaks on playground and classroom

Active intervention when bullying occurs

**Strategies to Deal with Bullying:**

Reported cases can be dealt with in several ways. It is recognized, however, that each case is different and may require an Individual approach. In all cases it is important to ensure:

That victims are believed and made safe

That the principles of natural justice and due process are followed in regard to students reported for bullying.

Restorative practices

School Counsellor intervention

Incidents recorded in student welfare book

Parents and school staff work together

**Strategies for Students on How to Deal with Bullying Behaviours:**

Stay in sight of peers and adults

Try to stay calm.

Walk away without looking back.

Look at the person and use an 'I' message. Express your feelings in an assertive way: eg 'I want you to stop' or 'I don't like it'

Go to a safe place: eg with other children or near a teacher

Talk to someone who can help you (a teacher or a parent.)

Tell them what has happened, how you feel and what they can do to help. This is not dobbing!

Use humour if appropriate

Never keep bullying a secret.

**Procedures for Dealing with Bullying Behaviours:**

Classroom teachers deal with smaller issues in the classroom and on the playground in line with the school's Discipline and Welfare policy and class rules

Teacher on playground duty deals with smaller issues in the playground – if more serious in nature the duty teacher informs the Principal who then deals with the bullying

Have discussions with the students involved and take appropriate action using a restorative approach.

Parents and class teacher work with student to look at underlying problems and seek solutions.

Principal works with parents and individuals to identify bullying behaviours where necessary.

School Counsellor and Department of Education and Communities Student Welfare Officers involved in individual programs if required.



## **Signs that your child may be being bullied:**

It is important to note here that because a child displays one or more of these characteristics does not necessarily mean that they are being bullied. There may be other underlying factors that are causing these behaviours.

- Dislike and avoidance of school
- Decline in academic performance and social interaction
- Gets into trouble more often at school
- Wants to be taken to school even though it is close
- Takes the long way home or walks instead of catching the bus
- Possessions are damaged or missing
- Becoming withdrawn, appearing depressed or anxious, having mood swings, crying for no apparent reason
- Unable to explain bruises or scratches
- Complaints of feeling unwell though parents report no specific illness
- Asks for, or steals extra money
- Increased social exclusion and peer rejection
- Having less to do with friends
- Has bad dreams
- Sleeps badly
- Wets the bed
- Gets angry with brothers or sisters
- Uses put-down language when speaking about others
- Increased negative self-perception

## **Signs that your child may be bullying others:**

- Difficult to manage
- Aggressive behaviour – both inside and outside the home (teasing, threatening, hurting others)
- Oversensitive – Feels that everyone is out to get him / her
- Unhappiness
- Loses temper often
- Quietness or depression
- Decline in academic performance
- Disturbing stories about the child – from other students, their friends or other adults
- Sensing that other parents (whose children have contact with your child) are avoiding you, or hinting at things you don't know.

## **Early Intervention**

**Some students are identified as being at risk of bullying or developing long-term difficulties with social relationships. Some students are also identified as using bullying behaviour. There are some ways we can deal with this:**

Using social stories and role play activities

Students recognised for positive behaviours

Promote leadership within the school amongst students

Develop a plan of action on how to cope with situations

Using social skills programs

Use peer mediation (if possible)

## **Principal's comment**

**Nobody really likes bullies and nobody likes to be bullied, yet bullying continues to be a problem in our society.**

**Prevention and early intervention is far better than allowing the continuation of any potential psychological or physical harm.**

**All members of the Greenethorpe school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.**

**A major priority for schools is the care and safety of students.**

**Students learn best, in environments in which they feel safe.**

**Please do not hesitate to contact me concerning any student welfare issue. I will listen to and respond to all concerns.**

**Garry Heath (Principal)**

**Phone 0431 011229 mobile.**

**02 63436324 school**

**Email [garry.heath@det.nsw.edu.au](mailto:garry.heath@det.nsw.edu.au)**