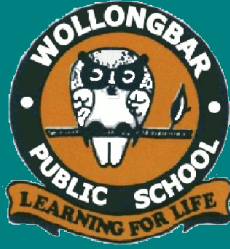




Education
Public Schools



Be Respectful
Be Responsible
Be Safe

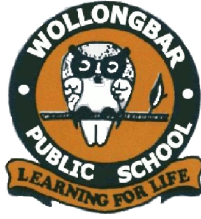
Wollongbar Public School

Prospectus

Wollongbar Public School
A great place to learn



WOLLONGBAR PUBLIC SCHOOL



Be Respectful

Be Responsible

Be Safe

OUR MISSION

To develop the whole child to live successfully and happily in an ever changing world.

OUR VALUES

We are committed to instilling core values in our students, including:

- love of learning
- high standards
- care and respect for ourselves and others
- care and respect for families and communities
- being proud Australians and citizens of the world.

We believe that with these values our students will be able to take full advantage of new ideas and knowledge, enabling them to freely choose and enjoy their paths through adult life.



Website: www.wollongbar-p.schools.nsw.edu.au
Email: Wollongbar-p.school@det.nsw.edu.au
Address: Wollongbar Public School, 45 Simpson Avenue, Wollongbar
Postal Address: P.O. 3455, Wollongbar, 2477
Phone: 02 6628 1302
Fax : 02 6628 1976

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Every student known, valued and cared for.

Dear Parents,

We provide a comprehensive education and pride ourselves in the high standards we set. We strive to ensure that in our thinking classrooms our students engage in higher order thinking activities and develop co-operative social behaviours and a predisposition to lifelong learning.

We promote the kind of positive and collaborative relationship between our students, staff and parents that will enable the intellectual, emotional, physical and social needs of our students to be met. Thank you for considering working in partnership with us to meet the needs of your child.

The aim of this Handbook is to provide parents with an overview of the arrangements made by this School to implement the policies prescribed by the New South Wales Department of Education. As such, it forms a part of the School's documentation of its programs and policies.

We want our students to learn to learn, learn to relate and learn to choose.

Regards,

Jennifer Thomas
Principal
2023



Staff - 2023

Principal

Jennifer Thomas

Assistant Principals

Ben Barker

Brendan Nobbs

Katie Prosser

Leigh Creighton

Margie Dixon

School Administrative Manager

Shannin Cook

School Administrative Officer

Sarah Allen & Anna Kubelka

Learning Support Team Co-ordinator

Instructional Leader

Leigh Creighton

Professional Learning & Welfare

Ben Barker

STEAM Co-ordinator

Brendan Nobbs

Library

Leanne Yager & Brendan Nobbs

School Counsellor

Susan Hugo

Classroom Teachers*

Megan Isbester

Mel Simpson

Sasha Fox

Chloe Donaldson

Alycia Murphy

Meghann Bailey

Dean Stack

Jemma Eather

Chris Hunt

Margie Dixon

Michael Blackler

Taryn Bowmer

Anna Runge

Brianna Vidler

Adam Lenehan

Mathew Constable

Student Learning Support Officers

Stuart Lundie

Alison Elford

Finn Moore

Amelia Booth-Barker

Brooke Gibson

Nicholas Winkler-Maolney

Cleaner

David Ball

General Assistant

Peter Flemming

Director Educational Leadership Lennox Coast

Mr Peter Flannery

* A complete staff list is included in the Newsletter at the beginning of each year.

Enrolment Information

School Enrolment Zone

All NSW public schools have a local zone and students are entitled to enrol at their local school providing it is able to meet any special needs of the student. Parents and Carers seeking to enrol their child/children at Wollongbar Public School must follow a 100-point residential check to determine entitlement to enrol. Information on our local zone is available online at <https://education.nsw.gov.au/school-finder> and from the school.

Kindergarten Enrolments

Parents enrolling students for the first time in Kindergarten must present documentary evidence of birth date and immunisation. To be eligible for enrolment the child must turn five years old by 31st July. Parents who are uncertain whether to enrol their child are encouraged to discuss the matter with the Principal.

Orientation Programs

Orientation for pre-school children who will be attending Kindergarten at Wollongbar Public School the following year begins with an interview with the Principal. Appointments for interviews are available from the beginning of Term 3 each year. Orientation days for pre-school children who will be attending Kindergarten at Wollongbar Public School the following year are held each Friday in November. Students and parents attend a **Big Day at School**, generally held on the first Friday of December. Details are given in information packages distributed through pre-schools or issued on request from the school.

One of the important outcomes of the orientation program is for the pre-school children to meet a “buddy” from Year 5. Their “buddy” will help them settle into school life upon enrolment.

School Uniform

The Wollongbar school community supports the wearing of school uniforms and all parents and carers are asked to help develop school pride and unity by ensuring that their child wears the appropriate uniform. Wearing the school uniform is also an indication that the student and the student’s family support the policies and practices of the NSW Department of Education and Wollongbar Public School.

As a government funded public school we are required to comply with NSW government and NSW Department of Education policies. The Department requires us to set local uniform requirements, which we have done in partnership with the P&C. The Department sees the wearing of school uniform as promoting a sense of belonging for students and creating a positive identity for the school community. We see it as developing school pride and unity. Uniforms also contribute to personal safety by allowing easier recognition of students inside the school and in the community.

The Department of Education requires that:

- Schools expect their students to wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.
- Parents and carers provide their child/children with a school uniform that meets the schools’ uniform requirements.

Uniform Purchases at School Locker

School uniforms are available to purchase from The School Locker in Ballina. If you cannot make it to the store, you can order uniforms online and have them shipped to you.

Our school hat is available for purchase from the Office as well as The School Locker.



UNIFORM PRICE LIST

Uniform Item

| | |
|--------------------------------|---------|
| Cargo Pant | \$27.95 |
| Shorts Rugger | \$27.95 |
| Pants Tailored Girls | \$35.95 |
| Culotte Bottle Green | \$27.95 |
| Skort | \$30.95 |
| Polo Short Sleeve | \$27.95 |
| Polo Long Sleeve | \$29.95 |
| Socks | \$7.95 |
| Girls Tights Dark Bottle Green | \$13.90 |
| Surf Hat | \$17.95 |

Outerwear

| | |
|----------------------|---------|
| Jumper V-Neck Fleece | \$32.95 |
| Fleece Jacket | \$32.95 |

Accessories

| | |
|-------------------------|---------|
| Book Bag Junior | \$14.95 |
| Chair Bag | \$13.00 |
| Primary Deluxe Backpack | \$53.95 |

Prices effective 28 June 2023. Prices are subject to change.



ONLINE UNIFORM SHOP

Scan the code to find your uniform online at theschoollocker.com.au/schools/wollongbar-public-school

**SCHOOL
LOCKER_o**

The School Locker Store

Address: The School Locker Ballina
Harvey Norman Home Maker Store
26 Boeing Avenue
Ballina NSW 2478

Website: www.theschoollocker.com.au

Phone: 1800 826 155

Email: service@theschoollocker.com.au

The School Locker Opening Hours:

| | |
|-----------|------------|
| Monday | 8.30am-5pm |
| Tuesday | 8.30am-5pm |
| Wednesday | 8.30am-5pm |
| Thursday | 8.30am-5pm |
| Friday | 8.30am-5pm |
| Saturday | 9.30am-4pm |
| Sunday | Closed |

Lost Property

Parents and carers should **LABEL** all items belonging to their child. Unlabelled items are kept for a short period of time only before being placed in a clothing pool for resale.

School Routine

Bell Times

8.45 am Playground supervision commences (there is no supervision before this bell and play is not permitted – students are required to sit quietly in the Covered Outdoor Learning Centre - COLA)

9.15 am Morning Assembly

Crunch & Sip in the morning session

11.00 am Lunch (no play while eating)

11.15am Play Time

11.30 am Return to Class for Learning Time

12.30 pm Recess & Play Time

12.45 pm Return to Class for Learning Time

1.45 pm Afternoon Tea & Play Time

2.15 pm Return to Class for Learning Time

Crunch & Sip in the afternoon session

3.15 pm Home bell

Assemblies

A communication assembly is held each Monday morning at 9.15 am and the whole school assembly is generally held in the school hall on the 5th and 10th Friday of each term at 12.45pm.

The Monday morning assembly is for children only. Parents and Carers are invited to attend the Whole School Friday assembly, which is conducted by the School Captains.

Afternoon Dismissal

Children who catch buses assemble under the covered walkway next to the Canteen. They proceed under teacher supervision to the buses.

Collecting your child at 3.15pm? Make sure your child knows which gate you will meet them at, Back Gate, Oval Gate or Front Gate.

Supervision of Students

Playground supervision commences at 8.45 am. Only students who travel by bus should arrive before that time. Students at school before 8.45am must sit quietly in the COLA until the bell at 8.45 am. There will normally be staff members in the school and students are given information on appropriate procedures in case any event of concern occurs whilst they are waiting in the COLA before 8.45 am.

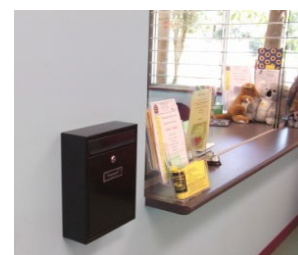
Playground supervision is provided during the school day. There is no playground supervision after school hours. Before and after-hours care is available through our Out of School Hours (OOSH) Child Care Centre in the Hall. For enrolment enquiries please contact Rainbow Region Kids via phone (02) 6621 7397 or email kids@nrcg.org.au

Scripture Classes (Special Religious Instruction)

Visiting Scripture Teachers come to the school each Tuesday after lunch and children are grouped according to their religion. These people give their time voluntarily for the benefit of the students. All children are expected to attend scripture classes and it is expected that students will show scripture teachers the respect that must be accorded all staff.

Money Collection

Any money sent to school is to be taken **to the Office before school**. Please ensure that any money is in a securely sealed and clearly labelled envelope. Information on the envelope should include the student's name, class and what the payment is for. Notes and money can be deposited in the black letterbox at the Office window. Payments can also be made online through our school website (this is our preferred payment method) or via credit/debit card at the Office.



Home/School Communication and Parent and Carer Involvement

Parent Carer & Teacher Meetings



Early in Term One, parents and carers are invited to an evening meeting to meet their child's teacher and to receive information on class procedures for the year.

During the last two weeks of Term One parents and carers are invited to attend a Parent, Carer and Teacher Interview. This is an integral part of the school's reporting process and all parents and carers are expected to be involved in this process.

Please do not wait for these meetings to speak to staff. Feel free to make an appointment to speak to your child's teacher at any time during the year. Your child's welfare is our greatest concern.

P & C Association Meetings

The P&C Association meets at the school on the first Wednesday of each month, commencing at 7.00 pm. All parents and carers are very welcome to attend and participate in these meetings. The P & C Executive is elected in March



Application Form

for Subsidised Travel and Update of Student Details

From 12 May 2016 an updated online form to apply for free travel between home and school will be available for students attending schools in rural and regional NSW.

To access the online application form go to
www.transportnsw.info/school-students

For families who may not be able to access the online application form please contact
131 500

of each year and notification of the annual meeting will be advised by newsletter or special notice. All parents and carers are urged to attend P & C meetings as these provide an excellent forum for the discussion of school.

Canteen

The P&C operates the Canteen with a paid coordinator and volunteers. The Canteen is open on a Friday as well as special events. We encourage our families to offer their help as profits from the Canteen assist the school in purchasing educational resources for all students.

Parent and Carer Involvement

Children learn best when parents, carers and teachers work together in partnership, and when parents, carers and teachers share the responsibility for this partnership.

Parent, carer and community involvement in school life is essential in encouraging children to learn. Parents and carers of all children at this school are urged to show an interest in the education of their children by keeping in touch with the school through personal contact, reading the school newsletter and other notes which may be sent home at various times. Parents and carers are welcome at all times to participate in school activities by:

- Becoming involved in classroom programs
- Attending P&C meetings
- Working as a volunteer at the School Canteen
- Helping in the Library
- Supporting fundraising activities
- Attending class information sessions
- Attending parent/carer interviews
- Listening to children read
- Promoting the school within the community
- Sharing and expressing your opinions and ideas
- Attending our assemblies and other special events.



Teachers welcome and appreciate the practical assistance of parent and carer helpers in the classroom. The involvement of parents and carers in school programs sends a positive message about school and learning to children. It also strengthens the concept of the school as a learning community. At Wollongbar, parents and carers assist with various programs including reading, story writing, computers, art, craft and sport. These programs are arranged between the teacher and parent.

General School Contributions

Each year the school requests that parents and carers pay a General School Contribution.

The General School Contribution is a voluntary contribution. By paying it, parents significantly enhance the resources made available to students and in fact the school depends on parent and carer contributions as part of the annual budgeted income. The contribution assists the school in purchasing equipment and particularly technology.

Contributions are collected at the beginning of the year or they may be paid in instalments. The current contributions are: \$68 for one child, \$78 for two children and \$88 for three or more children. Parents and carers of children enrolling during the year are asked to make a pro-rata payment.

Volunteer Workers Procedures

Throughout the school year teachers need volunteers to assist in classrooms, the Canteen and around the school in many facets of education.

Parents and other volunteers assisting with activities do so on the understand that:

- The teacher(s) is/are responsible for the programs operating within the classroom and/or school.
- The teacher(s) in charge has ultimate responsibility for the safety, welfare and care of the students.
- They accept joint responsibility for children under their care for the duration of the time at school.

- Their conduct and manners should at all times be acceptable and an appropriate model for students.
- They should refrain from smoking in the presence or sight of students – the school is a government non-smoking area.
- They should not consume or have consumed alcohol prior to working with children.
- They should co-operate with teachers in charge to ensure safety and welfare of students.
- They should sign themselves in and out in the attendance folder at Wollongbar Public School's Office when participating in school activities.
- They wear the Wollongbar Public School's volunteer badge as identification whilst assisting with students.
- Under the child Protection Act of 1997 it may be necessary for the school to have volunteers who assist students undergo a Criminal Record check.
- Confidentiality is of prime concern. Parents, carers and volunteers are not to discuss any information they obtain at school with anybody, other than the classroom teacher or the Principal. Any parent, carer or volunteer worker not fulfilling the above requirements may be excluded from the volunteer program.

Protocol for Dealing with Concerns and Discipline Issues

At times you may have questions about issues concerning your child in the classroom, the playground or travelling to and from school. By following the correct procedure, these matters can usually be cleared up quickly.

STEP 1 Talk to the class teacher

The teacher is the person who has daily contact with your child and is the person responsible for ensuring that the needs of each child in their care are being met. They are usually the person most aware of any concerns or difficulties your child might have. They are also the person who most **needs to know** of any concerns or difficulties that your child is having. The class teacher is the **best person** to explain the hows and whys of the learning program being implemented in the classroom.

Please feel free to make an appointment to see the classroom teacher, or give them a call, anytime you have any concerns. Your child's welfare is their greatest concern.

STEP 2 Talk to the classroom teacher's supervisor

Every teacher in the school has a supervisor. The supervisor, a member of the executive*, monitors the classroom teacher's program. They are responsible for supporting the classroom teacher and ensuring that the needs of each student are being met. After the classroom teacher, the **supervisor** is the **best person** to explain the hows and whys of the learning program being implemented or to monitor students in need.

Please feel free to make an appointment to see the supervisor, or give them a call, anytime you have any concerns. Your child's welfare is their greatest concern.

STEP 3 Talk to the Principal

The Principal supervises the executive staff. She is responsible for supporting the executive and ensuring that the needs of each student are being met. The Principal and the executive also discuss broader issues across each stage of learning and the management of the school.

If you have talked to the classroom teacher and their supervisor and your concerns continue, please feel free to make an appointment to see or speak to the Principal.

Members of the P&C also represent the school community and can be contacted at any time for advice or support. If you are unsure who your representatives are, the office staff will be able to inform you.

*The executive are the Assistant Principals. Whom they supervise may change from year to year. Ask the classroom teacher or give the Office a call if you need the name of the classroom teacher's supervisor.



School Administration and Support Staff

Our School Administration and Support Staff carry out essential roles in the running of the school. The School Administrative Manager, Ms Shannin Cook, or the School Administrative Officers, Mrs Sarah Allen & Mrs Anna Kubelka, will usually be the people you make first contact with when visiting or telephoning the school. They will be able to provide or obtain answers to the questions that you may ask about enrolment, school functions, uniforms, etc. When you wish to make an appointment to see a member of staff, the Manager or Officers will arrange this for you.



School Newsletter

The School Newsletter is our main form of communication between school and home. It is distributed to parents and carers via email and is uploaded onto the school website and school app each Thursday.

Student Wellbeing

Student Wellbeing is an all-encompassing title for everything that the school does to meet the needs of its students – physical, intellectual, emotional and social.

Whilst parents and carers have the prime responsibility for the welfare of their children, student wellbeing is basic to education and is a responsibility of teachers. Wollongbar Public School prides itself in being a caring school, with all staff members demonstrating a commitment to student welfare philosophy and practices.

General Wellbeing Matters:

Absences from School

If your child does not attend school through sickness or any other reason, please send a note, email or telephone the school. The Department of Education requires absences to be explained. Attendance records are checked regularly by the Home/School Liaison Officer.

Collecting Students from School

Parents and carers who need to collect their child/ren from school during the school day are required to call at the Office and provide details to the office staff. You will be required to “sign out” your child and given an authorisation form to be shown to the class teacher when you collect your child/ren. The authorisation form should be retained by you.

Students Arriving Late to School

Similarly, all students who arrive at school after the 9.15 bell must report to the Office to receive a late pass before they go to class.

Please note that these procedures are for the safety and wellbeing of students.

Travel to School

Ballina Bus Company provides transport to and from Wollongbar Public School. All K to Year 2 are entitled to free bus travel regardless of the distance they live from school. Subject to approval, free travel is available to children in Years 3 to 6 who live beyond a radius of 1.6 km from the school. Application forms for bus and private car conveyance are available from the Office.

Sport House System

A house system operates within the school, with student captains and vice captains. Students are allocated to houses and we endeavour to keep family members in the one house.

| | | |
|------------------------|----------|----------|
| The Sports houses are: | Newcombe | (Green) |
| | Cuthbert | (Yellow) |
| | Bradman | (Red) |
| | Freeman | (Blue) |



Health and Safety

Road Safety

Parents and carers should not park in school entrances or use the staff car park when dropping-off or collecting children.

There is a **Bus Zone** in the front of the school. Our Bus Zone operates between 8.30am – 9.30am and 3.00pm – 4.00pm.

If your child travels by school bus:

- Always encourage your child to show good manners to the driver and passengers.
- Do not hesitate to speak to the driver if any need arises. The safety of all children is his/her concern.

If you call at school for your child, please:

- Always walk him/her across the street. Never beckon your child from the opposite side to come to you through the afternoon traffic.
- Use the Children's Crossing, located at the southern end of the school, when crossing the road.
- Be aware of and obey the road rules, especially in regards to bus zones and speed restrictions.

Bicycles

Parents and carers must be confident that children know and can apply the rules of the road before allowing them to ride their bicycles to school. Approved helmets must be worn. Bicycles are to be placed in the bicycle racks at the rear of the Office.

It is recommended that K-2 students do not ride a bike to school unless accompanied by an adult.

Sickness, Injury and Medication

If your child becomes sick or is injured at school, the school will take any immediate action felt necessary. Unless the injury or illness is of a minor nature, we will contact you.

Special arrangements can be made, in consultation with the school, if your child requires constant and on-going medication. Short-term medication should be given in the home. Please do not send your child to school if they are unwell in the morning.

The school subscribes to the Lismore District Ambulance. This provides a free service to students requiring ambulance service whilst at school.

Sun Protection Policy

Students are required to wear the school wide-brimmed hat when playing in the sun. Students not wearing a wide brimmed hat will be required to play in the shade. All parents and carers are requested to provide their children with the Wollongbar Public School Hat and Sun Protection.



Contagious and Infectious Diseases

Parents are required to provide an immunisation certificate at the time of enrolling their Kinder child. The school copy of the certificate will remain at the school with the child's enrolment information.

A list of common infectious diseases is shown below. According to Departmental regulations, children who have not been immunised may be required to stay away from school if there is an outbreak of measles, whooping cough or diphtheria.

| Disease/Illness | Exclusion from School |
|-----------------------------|---|
| COVID19 | Follow current advice of the Department of Education & NSW Health |
| Chicken Pox (Varicella) | Exclude until fully recovered Minimum Exclusion 5 days after first spots appear |
| German Measles (Rubella) | Exclude until fully recovered Minimum Exclusion 4 days after rash appears |
| Measles | Exclude until no longer infectious Minimum Exclusion 4 days after rash appears |
| Mumps | Exclude until fully recovered. Minimum Exclusion – |

9 Days after swelling

| | |
|-----------------------------------|---|
| Glandular Fever Whooping Cough | Not infectious – return to school when well Minimum exclusion 3 weeks from onset of whoop OR 5 days with appropriate antibiotic treatment. |
| Ringworm | Re-admit when appropriate treatment has commenced, supported by a Medical Certificate. |
| Scabies | Re-admit when appropriate treatment has commenced, supported a Medical Certificate. |
| Pediculosis (Head Lice) | Re-admit after treatment and hair is 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 on exposed surface are properly covered with dressings. |
| Hepatitis (Viral Type A) | Exclude till subsidence of symptoms. Minimum exclusion 7 days after onset of jaundice. |

The school is required, under the NSW Public Health Act 2010, to notify the Public Health Unit when an immunisation preventable disease is present in the school community.



Student Wellbeing Procedures

Introduction

Wollongbar Public School is strongly committed to enabling all students to grow and learn to their greatest potential. In achieving our goal, we acknowledge that all stakeholders, students, staff and families (including carers), have a crucial role to play in contributing to the prevention of bullying by modelling and promoting appropriate behaviour and respectful responses.

Through our Student Wellbeing Procedures we aim to-

- Promote a school tone and culture which is happy, safe and in which all stakeholders feel valued.
- Encourage and support respectful, responsible and resilient relationships. Respect relates not only to people, but to practices and processes employed in our school.
- Provide equity of access to support, providing for individuals and groups with sensitivity to their needs.
- Maintain high expectations for behaviour and learning. These expectations will be communicated explicitly and with clarity.
- Create a sense of identity within the school which inspires stakeholders and encourages them to aspire to greater goals.
- Ensure consistency in our expectations and in the way we respond to a broad range of situations.
- Make decisions which are strongly based on shared values.
- Address bullying in a clear and explicit fashion.

Implementation of procedures and decision making is carried out in accordance with DoE policy and at the discretion of the principal.

These procedures are to be implemented consistent with Workplace Health and Safety obligations for ensuring a safe and healthy work environment for staff, students and visitors at school.

These procedures are used in conjunction with DoE policies relating to student wellbeing.

The school Wellbeing Procedures apply outside of school where there is a clear and close connection between the school and the conduct of the students.

The Wollongbar Public School Wellbeing Procedures work in conjunction with policies and procedures referenced throughout this statement and listed at the end of this document.

Values

Values guide student welfare and discipline, how the school communicates with parents & carers and the opportunities for staff, students and parents & carers to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.¹

The core values of the public schools of New South Wales are:

| | |
|-----------------------|---|
| 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 and 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 citizen. |



¹Refshauge, A (2004), "Values in NSW Schools", NSW Department of Education and Training, p3

School Rules and Expectations

Rules and expectations are consistent throughout our school environment. This supports students, staff and community in knowing what is expected of them at all times.

Expectations for community conduct apply to all staff members, students, families and visitors to our school. These expectations are clearly articulated in the NSW Department of Education 'School Community Charter'²

All students are expected to adhere to the Department of Education 'Behaviour Code for Students'³. Our **school rules** and subsequently our **classroom expectations** are refined to suit the specific environments in which they are applied.

SCHOOL RULES⁴

Be cooperative and safe.
Show respect for people and property.
Follow correct procedures.

CLASSROOM EXPECTATIONS⁵

- Keep our hands and feet to ourselves.
- Move in a safe way.
- Take turns to speak and use manners.
- Do as the teacher asks the first time.
- Take care of our school and equipment.
- Be in the right place at the right time.

BULLYING BEHAVIOUR IS NOT WELCOME

Rules and expectations are stated positively, taught explicitly and reiterated regularly.

Consistent posters and visual cues are displayed throughout the school, reinforcing positive behaviours.

2 See Appendix 1a – NSW Department of Education School Community Charter

3 See Appendix 1b – NSW Department of Education Behaviour Code for Students

4 See Appendix 2 - Examples for Explicit Teaching of School Rules

5 See Appendix 3 - Classroom Expectations Poster

Restorative Justice Practices

The Welfare and Discipline Procedures of our school are underpinned by Restorative Justice Practices. This philosophy provides a set of principles which emphasise values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative Justice does not define our procedures but aids to guide the manner in which they are delivered and exercised in the school community. Restorative Justice also:

- Provides ways to effectively address behavior and other complex school issues.
- Offers a supportive environment that can improve learning.
- Improves safety by working to prevent future harm.

A good way to explain the basic principles of Restorative Justice is to draw a comparison between Restorative Justice Practices and more conventional punitive systems. ⁶

A comparison of punitive and restorative justice responses in schools

| Punitive | Restorative |
|--|---|
| Misbehaviour defined as breaking school rules or letting the school down. | Misbehaviour defined as harm (emotional/mental/physical) done to one person/group by another. |
| Focus is on what happened and establishing blame or guilt. | Focus on problem – solving by expressing feelings and needs and exploring how to address problems in the future. |
| Adversarial relationship and process. Includes an authority figure with the power to decide on penalty, in conflict with wrongdoer. | Dialogue and negotiation, with everyone involved in the communication and cooperation with each other. |
| Imposition of pain or unpleasantness to punish and deter/prevent. | Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices. |
| Attention to rules and adherence to due process. | Attention to relationships and achievement of a mutually desired outcome. |
| Conflict/wrongdoing represented as impersonal and abstract; individual versus school. | Conflict/wrongdoing recognised as interpersonal conflicts with opportunity for learning. |
| One social injury compounded by another. | Focus on repair of social injury/damage. |
| School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless. | School community involved in facilitating restoration; those affected taken into consideration; empowerment. |
| Accountability defined in terms of receiving punishment. | Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm. |

⁶ Illinois Criminal Justice Information Authority (2007), "Implementing restorative justice: A guide for schools ", p7

Encouraging & Reinforcing Positive Behaviours

Teacher Managed Strategies

Incidental strategies

Classroom teachers use a range of strategies and resources in encouraging positive behaviours. These may include (but are not restricted to) -

- In-class incentive schemes.
- Stickers, special jobs and responsibilities, house points.
- Communication with home about achievements and progress.
- Verbal and non verbal praise e.g. a wink or a “thumbs up”.
- Identifying positive behaviours through class discussions (community circles, restorative conversations and role plays as a part of explicit teaching).

Whole School Reward System

A consistent incremental reward system operates throughout the school. Blue awards are presented throughout the week, Gold Awards are presented at Stage Assemblies and Platinum Awards are presented at Friday assemblies in Weeks 5 & 10. Platinum Awards are reported in the newsletter before Weeks 5 & 10 Assemblies. Blue awards, including those for home reading, are accrued towards a Gold award.

5 Blue Awards = Gold Award

3 Gold Awards = Platinum Award

In addition, “House Points” are used for a variety of positive behaviours. These are tallied each week, with the winning house announced at Friday assemblies.

Values Education

Values Education is explicitly taught throughout all classrooms, in all KLAs, as well as during focused, stand alone lessons when required. Students are made familiar with the three core values of Respect, Responsibility and Resilience. The language associated with these values is used by the students on a day to day basis when talking to teachers and peers. This common language is also employed in the playground by staff during Restorative conversations, providing a consistency of message to the students.

Student Managed Strategies

Student Representative Council (SRC) - Each Semester classes elect 2 peers to the Student Representative Council. The role of these students is to report to regular meetings and to outline concerns and highlight positive behaviours recognised in the school by students.

SRC facilitates leadership and decision making by all the students in our school. Actions are decided upon and reported through staff meetings and to the whole community via weekly assemblies and newsletters.

Peace Kids - Our Year 6 Peace Kids receive training to gain the skills needed to mediate in situations where their peers are in dispute in the playground. The Peace Kids program promotes leadership in our students and helps them to grow emotionally and learn skills to help their peers, teachers and community. Our Peace Kids are courageous and special students.

Peer Support / Values & Ethics / Community Building / Student Leadership - Teaching children holistically includes helping students to develop the understandings, attitudes and skills needed to live safe and healthy lives, realise potential and contribute positively to society. The school identifies on a cyclic basis what needs to be the focus of our curriculum in this area, as well as how we will deliver learning. At times we may focus on values or character traits, whilst at other times we may focus specifically on social behaviours and language. Learning is delivered often through mixed age groups but can also occur within grades or stages. Examples of these programs have included peer support groups, sports leadership, a values program and community circles.

Leadership in Sport - Leadership in Sport involves students from Stage Three, who demonstrate exceptional sportsmanship. They participate in a once a year training course and bring these skills back to implement them throughout their stage. Leadership in Sport students are also involved in leadership roles throughout school sports events.

Kinder Buddies - The Year Six students are designated as kinder buddies at the orientation day of the previous year. This program promotes continuity and familiarity with older students within the school. "It takes the scariness out of the big kids".

The Year Six students are role models, supporting the Kindergarten students during lunch and play times and special class events. The relationships are first fostered by teacher lead games, eventually enabling the students to develop their own friendship groups with the goal of independence in the school community.

House Captains - House Captains are voted in by the students in each house. They play an important role in both leadership and organisation during the main school sporting events.

Library Monitors - Stage Three students are selected through an expression of interest process as Library Monitors. This leadership role fosters strong relationships between staff and students. Stage Three model responsibility and team work to their younger peers.

Managing Inappropriate Behaviour

Where parents & carers have a concern regarding the management of behaviour in the classroom, playground or travelling to and from school, please refer to our “Approaching Your School” and “Parents and School” procedures, available on our website.

Behaviour Records

Comprehensive records of student behaviour serve to identify patterns and to inform future planning in supporting students.

A database is maintained to keep a record of both positive and negative behaviours observed in the classroom and playground.

Playground observation sheets are used during duty and significant incidents are transferred to our database.

Parent & Carer Contact

Where a staff member feels parent or carer contact may be constructive and helpful in maintaining support for a child, parents & carers may be contacted by phone.

In the case of more serious incidents and where parental support is actively sought, school staff will make contact with parents & carers and may require a formal meeting on the school site.

Teacher Directed Strategies

Incidental Strategies

Staff uses a range of initial strategies and resources in discouraging negative behaviours in the classroom and on the playground. These may include (but are not restricted to) -

- In-class incentive schemes which highlight positive alternatives.
- Communication with home about expected behaviours and progress.
- Verbal and non verbal prompts e.g. eye contact, physical proximity.
- Identifying class expectations of behaviour through class discussions (community circles, restorative conversations and role plays as a part of explicit teaching).
- Restitution Tasks, which can include giving the student the chance to amend behaviours or actions.

Whole School Classroom Consequences⁷

Where a student persists with negative behaviours, an incremental series of consequences are invoked. Students are reminded of the positive expectation and told clearly that they have given away one of their warnings, as follows.

⁷ See Appendix 4 – Classroom Consequences poster

Classroom Consequences

In instances of extreme behaviour, the student will be sent directly to the LaST, Assistant Principal or Principal.

| | |
|---------------|---|
| | Friendly Warning |
| Name on board | Warning |
| X | Thinking Time |
| XX | Thinking time in alternative classroom |
| XXX | Sent to a member of executive staff or LaST |

Warnings are removed at the end of the day, starting the new day afresh.

Whole School Playground Consequences

Staff engage a wide range of management strategies and consequences in dealing with negative behaviours. Each response takes into account the severity and context of behaviours occurring. Where incidental strategies have failed to elicit a positive response from students, teachers will use the following strategies.

Restorative Conversations

Restorative conversations range in their level of formality from a passing question to much more formal conferencing. Teachers ask a series of Restorative Questions⁸ and direct and support students back into positive interactions.

Where behaviour escalates or continues, matters are referred to executive staff who support teachers in more formal conferencing. This may include significant time off the playground whilst matters are resolved. This will occur as quickly as possible but may require intervention over a number of days to arrive at a resolution.

Physical Behaviour

Where the severity and context of physical incidents warrants, students may be removed immediately from the playground. The intention and purpose of physical behaviour is taken into account. Restorative discussions remain an important element in dealing with physical behaviour.



⁸ See Appendices 5 and 6 - Restorative Questions (Adapted from "Restorative Questions", Real Justice - www.realjustice.org)

Student Directed Strategies

An important part of maintaining student wellbeing is the explicit teaching of strategies which protect students and develop resilience in their ability to manage interactions with others. At Wollongbar PS these strategies include (but are not restricted to)-

Peace Kids

Each year senior students are trained in peer mediation. These students are rostered onto the playground to support their peers in resolving minor disputes and problems. Where issues require the attention of an adult, Peace Kids support other students in accessing the help they need.

Buddies

Kindergarten buddies are an important part of starting school at Wollongbar. Relationships formed provide ongoing support during between senior and Kindergarten children throughout their transition to school.

For students newly arriving across K-6, buddy systems are established to support a smooth transition to Wollongbar.

3 Steps⁹

Students are expected to engage an explicitly taught script when problems occur. The script involves three steps-

| When there is a Problem | |
|--------------------------------|--|
| Step 1 | <i>Use an "I" message.</i> <i>(A statement beginning with the word I, that identifies the problem to the other party)</i> |
| Step 2 | <i>Move away from the problem.</i> |
| Step 3 | <i>Say to a teacher – "I need help".</i> |

Is it a Game?¹⁰

Explicit criteria support children in identifying whether their behaviour conforms to a reasonable expectation for games.

| Is it a Game? |
|---|
| Does it have a beginning and an end? |
| Does everyone understand the rules? |
| Is it fun for everyone? |

If the answer for any of the questions is not yes, then explicit teaching occurs around resolving issues eg stop the game and discuss the rules before continuing.

⁹ See Appendix 7 - "When there is a problem..." classroom poster

¹⁰ See Appendix 8 - "Is it a game?" classroom poster

Anti Bullying Procedures

Rationale

Bullying is a social phenomena that is evident in many social groups and settings. Unfortunately schools are not exempt from this. All members in the school community have a right to feel happy and safe. Students, teachers and families have the right not to fall victim to bullying in any form in their learning and work environment. This includes cyberbullying.

Purpose

Our purpose is to:

- Equip students with knowledge and skills to help them to recognise bullying in its many forms.
- To avoid assuming the role of bully, passive bystander or victim.
- To foster a supportive culture, united in its conviction that bullying is not acceptable.

Definition

The NSW Anti Bullying website¹¹ defines bullying as follows.

Bullying is defined by three key features:

- *it involves a misuse of power in a relationship*
- *it is ongoing and repeated*
- *it involves behaviours that can cause harm.*

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

Bullying behaviour can be:

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

Procedures in Action

Wollongbar Public School pursues its purpose by supporting all stakeholders through:

Student Awareness / Strategies:

- Explicit teaching of behaviour expectations, anti bullying strategies and values lessons related to bullying, cross stage peer support lessons and the “Peace Kids” program.
- 3 Steps, “Is it a Game”, Restorative Justice Practices, class circles, bully box reporting, self-referral to counsellor.

Staff Awareness / Strategies:

- Learning Support Team meetings offer all staff the opportunity to discuss strategies and approaches to incidences. School counsellor, LaST and support staff attend these meetings.

¹¹ <https://antibullying.nsw.gov.au/parents-and-carers/Defining-bullying>

- Periodic professional learning activities.
- Records of incidents are recorded and gathered using an online database to support awareness and detection of patterns in behaviours. Playground monitoring sheets are maintained daily by duty teachers.
- Restorative Justice Practices, explicitly taught scripts and strategies with students, values component of classroom program, observation through peer support, Peace Kids, bully box and classroom programs. Small group programs run on a needs basis targeting children experiencing difficulty.

Community Awareness / Strategies:

- The Wollongbar PS Wellbeing Procedures, incorporating the Anti-Bullying Procedures, can be found on the Wollongbar PS web site.
- Parent & Carer interviews are held throughout the year and can also be arranged on a needs basis.
- Assemblies, special events e.g. information nights and monthly P&C meetings offer access to additional information for families.
- Families should refer to the “Approaching Your School” procedures for additional guidance on how to access information about our school.

Dealing with a bullying incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed:

- a) Restorative Practices questioning process employed.
- b) Consequences applied as per Wellbeing Procedures.
- c) Individual student management plan developed if required.
- d) Information recorded on school database.

Role of teachers receiving a report of bullying

The teacher will:

- Determine whether report is of bullying, poor social skills or rule breaking- this may be a one off situation or an ongoing one. The teacher deals with the incident using the above strategies.
- Record details through our recording system, noting details of incident, victim and others involved.
- Give information to classroom teacher for possible further follow up and report at Learning Support Team meeting if appropriate.

Role of class teacher and Stage Supervisor in receiving a report of bullying

The teacher will:

- If bullying is determined to be occurring, the role of the teacher is to notify a Supervisor.
- In conjunction with the Supervisor, investigate and employ a problem solving approach which identifies roles played by students.
- At an appropriate time hold a Restorative Justice conference with the students involved with an aim of developing greater understanding and empathy between students and a focus on identifying a way for parties to move forward in a positive manner.
- If incidences of bullying continue, apply further consequences in line with the school Wellbeing Procedures.
- Inform parents & carers in line with Wellbeing Procedures.



School Community Charter

 **Collaborative. Respectful. Communication.**

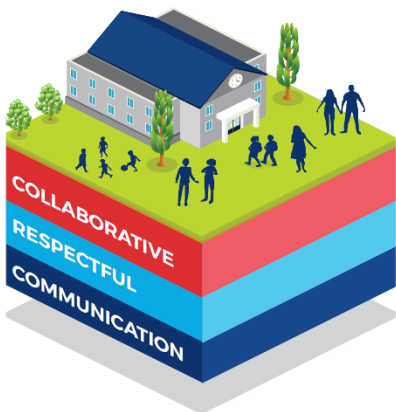
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

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.

© NSW Department of Education



We create **collaborative** learning environments

We all play **a part**

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

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

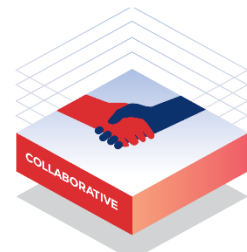
Respectful communication is a right

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.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au

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.

Appendix 2 - Examples for Explicit Teaching of School Rules

| Rule | 1. Be cooperative and safe | 2. Show respect for other people and property. | 3. Follow correct procedures. |
|-------------------|--|---|---|
| Playground | <ul style="list-style-type: none"> • Play in the designated areas • Use equipment appropriately • Walk on concrete surfaces • Keep hands and feet to self • Wear a hat • Tell the teacher on duty if you are hurt or sick • Tell the teacher on duty if you notice someone else who is hurt or sick | <ul style="list-style-type: none"> • Use appropriate language • Follow adult directions • Ensure everyone knows the game rules and keep to them • Accept different skill levels without put downs • Let others play their games without interference | <ul style="list-style-type: none"> • Follow correct procedures for each session • Sit and eat in the designated areas • Keep the playground clean • Use the correct equipment for the area you are playing in • Agree on the rules of the game and follow them • Use Peace Kids to resolve conflicts • Include others in your activities • Take turns • Leave the playground promptly when the bell rings • Return borrowed equipment • Visit the toilet/get drinks before the 2nd bell |
| Canteen | <ul style="list-style-type: none"> • Line up on the correct line • Wait for your turn | <ul style="list-style-type: none"> • Use your manners • Keep hands and feet to yourself while in line | <ul style="list-style-type: none"> • Follow adult instructions • Eat only your own food • Clean up after yourself |
| Toilets | <ul style="list-style-type: none"> • Leave food outside • Wash your hands after using toilet | <ul style="list-style-type: none"> • Let others have their privacy • Keep the toilet area clean | <ul style="list-style-type: none"> • Take someone with you when going from class • Use the toilet and then leave the area |
| Bus | <ul style="list-style-type: none"> • Follow instructions given by bus duty teacher and bus driver • Wait until bus stops before getting on or off • Stay in seat on bus • Keep all body parts on the bus | <ul style="list-style-type: none"> • Always respect WPS staff and bus drivers. • Take care of belongings of others. • Don't touch the bag or belongings of others without their permission. | <ul style="list-style-type: none"> • Go to bus lines promptly when dismissed from class • Line up in the correct place in bus lines • Wait to get on the bus until directed by the teacher • Follow bus rules on bus |
| Assemblies | <ul style="list-style-type: none"> • Walk in the assembly areas • Sit in your spot – cross legged. (Year 6 sit on chairs in hall) • Leave pathways clear | <ul style="list-style-type: none"> • Listen to the speaker – be silent and attentive • Sing the National Anthem and School Song with pride • Sit and stand quietly when instructed • Respond appropriately by clapping | <ul style="list-style-type: none"> • Remove hats • Move off quietly when instructed |

Appendix 3 - Classroom Rules Poster

These are our classroom expectations. We:


- ✓ Keep our hands and feet to ourselves 
- ✓ Move in a safe way 
- ✓ Take turns to speak and use manners 
- ✓ Do as the teacher asks the first time 
- ✓ Take care of our school and equipment 
- ✓ Be in the right place at the right time 

Appendix 5 - Restorative Questions, When things go wrong....

Restorative Questions


When things go wrong...


- ☹️ What happened ?
- ☹️ What were you thinking at the time ?
- ☹️ What have you thought about since ?
- ☹️ Who has been affected by what you have done ? In what way ?
- ☹️ What do you think you need to do to make things right ?




Appendix 7- "When there is a problem..." classroom poster

When there is a problem ...


Step 1 - Use an "I" message 

Step 2 - Move away from the problem 

Step 3 - Say to a teacher
"I need help!" 

Appendix 4- Classroom Consequences poster

Consequences



Name on board

X Warning

Thinking time.

XX Thinking time next door.


N.B. Names and crosses are removed ONLY at the end of the day, ready for a fresh start in the morning

Appendix 6 - Restorative Questions, When someone has been hurt ...

Restorative Questions

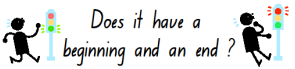
When someone has been hurt...


- ☹️ What did you think when you realised what had happened ?
- ☹️ What impact has this incident had on you and others ?
- ☹️ What has been the hardest thing for you?
- ☹️ What do you think needs to happen to make things right ?




Appendix 8 - "Is it a game?" classroom poster

Is it a game ?

Does it have a beginning and an end ? 

Does everyone understand the rules ?
(have you talked about them ?) 

Is everyone having fun ? 

*If the answers aren't all YES,
it isn't a game !*

Appendix 2 - Examples for Explicit Teaching of School Rules



Approaching Your School

Who do I talk to and how do I organise it?



Education
Public Schools

A parent's and carer's guide for seeking information and expressing concerns

It is important to work on problems as soon as possible so that a safe and harmonious school environment is maintained. The best results usually flow from working together.

These guidelines aim to:

- Provide a guide in order that concerns are dealt with in an open and fair manner.
- Ensure that the rights of students, teachers and parents are respected and upheld.
- Support sensitivity and confidentiality.
- Help reach an agreed solution.

On occasion, concerns may cause frustration and anxiety. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

Trying to talk to teachers when they are trying to teach, manage children or are engaged in another conversation is inappropriate.

In very rare cases, where people wishing to express concerns do so in an aggressive, threatening or violent manner, the Principal (or nominee) has the legal authority under the *Inclosed Lands Act* to:

- Direct the person to immediately leave the grounds.
- Call the police to remove the person should he/she refuse.
- Withdraw future permission (by letter) for the person to enter the grounds without the permission of the Principal.

| CONCERN | APPROPRIATE ACTION |
|--|--|
| The academic progress of my own child. | Contact your child's teacher. This can be done by note, phone, email at Wollongbar-p.school@det.nsw.edu.au or in person to arrange a suitable time to discuss any issues. |
| The welfare of my own child. | <ul style="list-style-type: none"> • For minor issues contact your child's teacher to clarify information. • For more serious concerns, contact the Office. State the nature of concern and arrange a suitable time to talk with the class teacher or appropriate staff member. • To update information about change of address, telephone number, emergency contact, custody details, health issues etc, contact the Office. |
| Actions of other students. | <ul style="list-style-type: none"> • Contact the class teacher for a classroom problem. • Contact the stage supervisor or principal for playground problems. <p>At no time should a parent approach another child, other than their own, to address an issue at school.</p> |
| School policy or practice. | Contact the Office. State nature of concern and make an appointment to see an Assistant Principal, Principal and/or appropriate member of staff. |
| Actions of a staff member. | Contact the Office. Speak to the Assistant Principal or Principal. An appointment will be made if necessary. |

Teachers, parents, carers and community working together



Approaching Your School

Who do I talk to and how do I organise it?



Education
Public Schools

APPROACHING THE SCHOOL

From time to time parents and carers may need to approach the school in order to:

- Discuss the progress or welfare of their own child.
- Express concern about actions of other students.
- Enquire about school procedure or practice.
- Express concern about actions of staff.
- Make an appointment. Appointments can be made at any time of the year.

Appointments can be made in a number of ways:

1. A parent/carer may ring the Office and leave a message for the class teacher that an interview is requested.
2. A parent/carer may write a note to the teacher requesting an interview.
3. A parent/carer may email Wollongbar-p.school@det.nsw.edu.au requesting an interview.

An interview request must include the purpose of the interview and, if known, the outcome desired. The teacher or staff member can then know how much time may be needed, research the information required and prepare for the interview.

The teacher will then organise a mutually agreeable time.

REQUEST FOR AN INTERVIEW

Name of Parent/Carer: _____
Class: _____

Purpose of the Interview:

Outcomes for the Interview (if known):

Phone Contact Details: _____

Signature: _____

Date: _____



Wollongbar Public School

Therapeutic Services in School

Wollongbar Public School recognises the valuable contributions and expert knowledge provided by specialist services. We welcome the support to student learning and social, academic and wellbeing engagement. We value strong relationships with educational stakeholders in supporting our students' individual needs within the school setting.

This booklet outlines the key information and documentation required for NDIS and other Therapeutic Services to work with students in our educational setting. It serves to provide a process to ensure students are supported within the school operations in a collaborative manner following set guidelines.

Summary

1. All requests for students to access therapeutic support on school site by an external NDIS provider/service must be initiated by Parent/Carer request in writing to the school by email to Wollongbar-p.school@det.nsw.edu.au
2. A ***Parent/Carer Request for the Provision of Therapy Services in School*** form will then be sent for completion by Parent/Carers in collaboration with the service providers.
3. Requests for access to externally funded therapeutic support will be considered against the needs of students, the impact on educational outcomes, impact on learning, other students and school operations.
4. If approved, therapeutic support service providers will be required to complete and return **ALL** paperwork and satisfy all requirements of NSW Department of Education and Wollongbar Public School, including Parent/Carer sign off, before an induction into the School can be arranged.
5. Once completed and signed off by the Principal, or their delegate, an induction appointment will be organised. Then therapy and observation work with students can begin on our site.

A student can only receive an NDIS funded support at school:

1. **With the Principal's agreement to the arrangements for supports being provided in school**
2. **When it is consistent with operational and administrative policies, procedures and requirements**
3. **When it aligns with or complements the student's learning adjustments agreed with the school**
4. **When it is consistent with the students PLSP.**

Wollongbar Public School

Therapeutic Services in School



Roles and Guiding Principles

Wollongbar Public School staff are responsible for curriculum delivery and student wellbeing. We develop and implement student learning programs aligning curriculum outcomes and student needs. Staff are responsible for collaborating with Parent/Carers in the development of Personalised Learning Support Plans reflective of student strengths, goals and needs- academic, social, behavioural and welfare.

Student engagement in learning and achievement of educational outcomes is sometimes best supported by external therapeutic services in schools. Where this applies, there will be a clear link between the therapy provided and the goals specified in the PLSP, signed by Parents/Carers.

Approval of externally funded therapeutic services in school is at the Principal, or delegate's, discretion and will be based on the appropriateness of the request within the school operations and student needs. This includes appropriate timing of sessions, student needs, goals and priorities, school programming and teacher supervision- duty of care for staff and students.

The principal is responsible for deciding when and how therapy services are delivered in the school. The principal will make decisions that ensure that the school is able to run to benefit all students and without disrupting learning. The principal will manage any services that come into the school in a way that supports children to continue to take part in classes and school activities. (NSW DoE Requesting an NDIS-funded therapy service for your child at a NSW public school - Information for parents and carers)

The school maintains its duty of care and child protection obligations when engaging with an external provider. In order to meet those obligations, externally funded service providers must be in the view of a staff member while the provision is taking place. The Principal, or delegate, has discretion as to the level of supervision required. To ensure alignment of these services with the student's educational goals, these services should be delivered within class time, in class or as part of the educational process.

Parent/Carers are responsible for the initial request of therapeutic services in school. Parent/Carers are then responsible for the notification of absences or changes to therapy to the service provider and monitoring of the service contacts with student.

Student educational needs are best served when both school staff, parents/carers and visiting therapist have a clear understanding of the specific purpose for each visit. Student safety, wellbeing and learning programs are the priority of school staff. Therapy should enhance this for students in order to have an impact on the students learning goals.

A collaborative and cohesive approach to therapy in schools is the best approach and will have the intended outcomes for students. Where the Principal, or delegate, feel this is not the case, therapy access will be reviewed and this will be communicated to all stakeholders.

Session times are limited to 45 minutes maximum for the student to engage in regular learning programs. Externally funded therapy services will not be held during Release From Face (RFF – Music and Library) and playground times.

The delivery of therapy services in schools must be documented and align with clearly identified goals set as part of the documentation requirements. Parent Sign Off and Class Teacher Sign Off allow for a collaborative approach that clearly identifies the link with educational outcomes. Review of goals must be discussed with the school via an appointment and an updated, signed Individual Student Action Plan submitted. When Class Teachers review learning goals, it is their responsibility to communicate this to Parent/Carers and collaboratively update the Personalised Learning Support Plan (PLSP). Where PLSP's have changed, the Class Teacher will give a copy to the Parent/Carers. It is Parent/Carer responsibility to pass the updated PLSP to the therapeutic service provider.

Review of services can be at anytime by any stakeholders.

Best Practice Collaboration | Wollongbar Public School 2022

Adapted from Tracey Winfer Coordinator NDIS Transition and NSW Department of Education documents

Supporting documents adapted from Anna Bay Public School

Curriculum

The NSW Education Standards Authority (NESA) is responsible for developing Kindergarten to Year 12 syllabuses for NSW schools.

The NSW curriculum includes the major Key Learning Areas (KLAs) of English, Mathematics, Human Society and its Environment (Geography and History), Science and Technology, Creative Arts and Personal Development, Health and Physical Education (PDHPE). Each KLA includes syllabuses for K–10 and Years 11 and 12 that are inclusive of the learning needs of all students.

A NESA Parent Guide about schooling in NSW, including access to each of the mandatory syllabus documents is available on the NESA webpage: <https://www.educationstandards.nsw.edu.au>

In addition to the major Key Learning Areas, Cultural Diversity and Equity is promoted by the use of support documents and curriculum, including:

- Multicultural Education Policy
- Aboriginal Policy
- Non-sexist Education Policy
- Anti-racism Policy
- Environmental Education Policy



Homework

Homework provides parents and carers with insight into what is being learnt at school. It provides opportunity to practice, drill and rehearse skills and concepts that have already been taught in the school setting. Homework tasks and related success criteria should be designed to clearly align with the learning intentions of tasks. The processes and skills involved in achieving tasks need to have been explicitly taught before homework is assigned.

Supporting homework at home – for Parents and Carers

- Establishing routines around any activity can actively support completion. These routines may include when a task is done and where the work is completed, e.g. sitting at the kitchen bench while the evening meal is prepared.
- Pair homework activities with a pleasurable routine, e.g. sitting down to complete homework with a plate of afternoon tea.
- If homework is causing concern or conflict, parents are encouraged to refer to the WPS *Approaching Your School* procedure and make contact with the class teacher regarding their concerns.

Special Focus Programs

There are a number of special focus programs at Wollongbar Public School. These programs are designed to meet the individual needs of every child who attends Wollongbar Public School.



STEAM

STEAM (Science, Technology, Engineering, Arts and Mathematics) is an interdisciplinary approach to learning. STEAM provides students with an opportunity to explore technical concepts relating to real-world situations through inquiry and the use of engineering and design thinking processes. Student curiosity supports their ability to develop creativity, critical thinking and problem solving skills. Students work towards a common goal as they learn to collaborate, communicate and manage relationships in order to be successful. STEAM fosters students' skills and abilities, preparing them to participate in a rapidly changing world and contribute to Australia's future development and prosperity.

Sport

Our School Athletics Cross Country Carnivals are held prior to the P.S.S.A carnivals each year. The school Swimming Carnival is held during Term 1, usually during the first or second week of term. Successful competitors progress to the District Carnival. Kindergarten and Year 1 students do not participate in the swimming carnival.

The school also takes part in a variety of PSSA sports for both boys and girls. These sports involve senior students.

Sports Leadership Program

In our school, we provide a range of student leadership opportunities. The Sports Leadership program runs throughout the year and involves groups of Stage 3 students leading younger peers in circuits of sporting activities. Groups work through planning processes as well as sessions on leadership skills and development. Teams lead activities on a fortnightly basis, initially focusing on familiar games, before shifting the focus of activities to Fundamental Movement Skills later in the year.

Intended outcomes of the program included the development of leadership skills, as well as the fostering of a harmonious and collaborative school culture. While students join in the program, teachers engage in professional learning activities, contributing to teacher quality and expertise.

Library

The Library is a focal point of the school providing our students with life-long skills and fostering a love of literature. Library lessons are curriculum-based with an emphasis on research skills. Children are encouraged to borrow and return books during their library lesson and should use the school library bag to protect the books.

Learning Support Team

The Learning Support Team is responsible for the identification, monitoring and support of all students experiencing learning, emotional and behavioural difficulties. Short and long-term support is provided to those students who have

been identified by the Learning Support Team. The Learning Support Team also monitors the integration needs of students with physical and intellectual disabilities. The team meets each week.

Music

Wollongbar Public School offers an instrumental music program through a private company, *Musicorp*. This program mainly targets Year 3-6 students. Opportunities are available for younger students on request. The cost of tuition fees and instrument hire is the responsibility of parents. Contact the Office if you would like more information about *Musicorp*.

Assessment and Reporting

Interviews and Reporting to Parents

Our staff is always happy and willing to discuss your child's progress with you. Should you have any concerns please make an appointment to see your child's teacher.

The current Assessment and Reporting procedures include:

- Best Start Kindergarten assessment, Week 1 Term 1.
- A Parent Teacher interview during Term 3.
- A Written Report at the end of Terms 2 & 4.



We look forward to welcoming you as a member of Team Wollongbar!