

WELCOME

to Pennant Hills Public School

Quality Education in A Creative and Caring Environment



Welcome to Pennant Hills Public School, a school where excellent results are achieved in a caring and nurturing environment.

*Our vision at PHPS is to empower students to become **independent life-long learners**, who are actively engaged and motivated. Our design of learning experiences will develop **communication, collaboration, creativity, critical thinking** and **citizenship**.*

*At PHPS staff and parents work together to enable all students to strive for **personal best**, experience **success**, and promote individual student growth through focus on **personal effort** and **mindset**.*

*Our students will be **caring, active citizens** on local and global stages, with skills to excel and realise their potential in an ever-changing world.*

We will achieve this by:

- Ensuring students are at the centre of the decision making process.
- Student-centred, differentiated learning programs providing opportunities for problem-solving, communication, collaboration, critical thinking, creativity and self-reflection.
- Providing challenging and stimulating opportunities to develop divergent and flexible thinkers.
- Developing a growth mindset whereby students take charge over their own success and are enthusiastic, hard-working, persistent learners.
- Developing digital fluency for students to create, demonstrate and share their skills and knowledge.
- Maintaining a strong focus on quality literacy and numeracy programs which underpin success in all areas of learning.
- Highly effective, motivated teachers committed to professional learning and pedagogy based on current educational research, working collaboratively to improve student outcomes.
- Providing a safe, caring learning environment which encourages students to be resilient, confident and tolerant.
- Engaging the community in our shared vision.
- Providing a range of extra-curricular opportunities for the students to develop their interests.

Our school actively develops a growth mindset amongst our students- the belief that they can learn, change and develop needed skills through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment. We foster the creation of a spirit characterised by innovation, risk-taking and student ownership of their own learning and persistently demonstrate to students that when a student works hard and intelligently, the result is consistent growth that enables people to accomplish their goals.

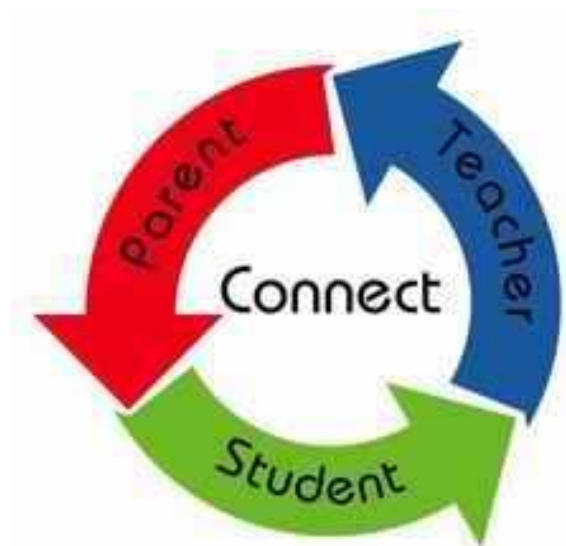
A highly valued and close relationship exists between the school and its community. Parent involvement is of a high level with parents participating in school activities, programs and decision-making at all levels.

Our school is one where students thrive under the guidance of a dedicated, professional and genuinely caring staff. We are proud of our school, proud of our students and proud of our achievements.

Although the school is situated on two sites, at Trebor Road and Weemala Road, we are one school and the curriculum policies of the school encompass a continuum of all grades, Kindergarten to Year 6.

We look forward to sharing the first 7 years of your child's schooling journey together in a productive partnership.

Mr Matt Pinchbeck JP
Principal
BA Arts/BA Teaching-Primary



The school's phone number is:
The school's fax number is:
The school's email address is:
The school's website address is:

9484 1134
9875 2333
pennanthil-p.school@det.nsw.edu.au
www.pennanthil-p.schools.nsw.edu.au

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ABSENCES

When children are away from school, a note clearly stating the reason for the absence from their parents or carers is required within 7 days of the child's return to school, or in the case of a long term absence, before or during the absence.

In cases of an extended period of illness, the school should be notified by telephone and a note of explanation sent with the child on their return to school.

An Application for Extended Leave should be completed by parents in cases where children will be absent from school for five days or more for exceptional domestic circumstances, such as family holidays during school terms. Application forms are available from either school office.

The school is required to inform parents promptly of any case of truancy or any unexplained absences.

ACCESS

Parents are able to enter the school grounds during school hours and after hours to attend specific school functions.

During school hours, all visitors must report to the office.

Students should be at school on school days after 8.45am and before 9.15am and should exit the school grounds immediately after school finishes at 3.15pm.

ACCIDENTS / SICK CHILDREN

Children feeling unwell or who have accidents at school should report to their class teacher or the teacher on duty, who will arrange for assistance or direct the child to sick bay.

While most accidents can be handled with basic first aid by the designated first aid officer, if there is any concern for the child, parents will be notified immediately. In emergency cases, medical assistance will be sought and an accident report completed and filed. In the case of head injuries, regardless of the circumstances, parents will be notified. It is important that the school has telephone numbers of parents and emergency contacts. Please inform the school immediately of any changes to this information.



ADDRESS

The school's address is:

Pennant Hills Public School

Weemala Road,

Pennant Hills NSW 2120

Ph: 9484 1134 or 9484 2513

Fax: 9875 2333

Email: pennanthil-school@det.nsw.edu.au

Website:

www.pennanthil-p.schools.nsw.edu.au

ADMINISTRATION

The school office is open from 8.45am to 3.30pm each school day. Our friendly and efficient administration staff can help with general enquiries, payments and information regarding school activities.

Specific enquiries regarding students and educational matters should always be directed to the class teacher in the first.

ASSEMBLIES

Assemblies are conducted on a fortnightly basis with K-2 in even weeks and 3-6 in odd weeks. Assemblies are held on Wednesdays at 2pm in the school Hall.

Three times per year a whole school **Performance Assembly** is held. Students from different choirs, bands, string groups and dance groups can perform. Parents are invited to attend.

ASSESSMENT

Class teachers assess students' work on a continuous basis throughout the year. Teachers track student progress through observation, class tests, anecdotal records, work samples and selected diagnostic English and Mathematics standardised tests.

ATTENDANCE

It is important that children attend school regularly to gain the maximum benefit from their education. It is also important for children to arrive at school before morning assembly. Children who arrive late at school or are taken to appointments in school hours are marked "partially absent" on the class roll and should provide a note to explain these absences.

Parents bringing children late or collecting children during the day must report to the school

office and sign the *Late Arrival/Early Leaver's Register* before taking their child. Under no circumstances will a child be permitted to leave the school during school hours unless accompanied by a parent or a person authorised by the parent or guardian.

From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School – Procedures. Travel outside of vacation period is now counted as an absence for statistical purposes. A Certificate of Extended Leave will be issued where a principal considers that the travel is appropriate during school term. Travel documentation, such as travel itinerary or e-ticket, must be attached to the application. You can obtain an Application for Extended Leave from either office. All applications should be submitted no less than two weeks prior to the travel commencing.

BEFORE AND AFTER SCHOOL CARE

This service which is located on the Trebor Road (K – 2) campus is run by a parent committee. Reservations should be made directly with the Before and After Care Service on 9481 8696. The centre operates from 7.15am – 9.00am and from 3.15am – 6.00pm.

BELL TIMES

The bell times for a normal week are as follows. On occasions, the times may be varied to cater for special events.

8.45am	Playground supervision commences
9.15am	Morning lessons commence
11.15am	Recess (K – 6)
11.40am	Mid session commences K - 6
1.00pm	Lunch
1.50pm	Afternoon session commences
3.15pm	Children dismissed
Wednesday Scripture	
9.25am	Years 3 - 6
10.15am	Kindergarten to Year 2

BEHAVIOUR

Students are expected to behave in an acceptable and appropriate manner. Our school

is very conscious of developing responsible and socially adept members of the community and does not tolerate bad behaviour at school, on excursions, travelling to and from school and at school functions. We expect students to show respect for adults and their peers, to care for their environment and each other and to have pride in themselves at all times.

BEST START ASSESSMENT

Our school takes part in Best Start Assessment developed by early learning experts in the Department of Education. Best Start gives our teachers and those teaching Kindergarten across New South Wales, a common set of high quality assessment tools and professional learning.

The Best Start Kindergarten Assessment takes place early in Term 1. The teacher looks at the child's early reading and writing, their ability to communicate with others and how they recognise and work with numbers, groups and patterns. It is not a test. Its purpose is to help the teacher to gather information about your Kindergarten child. Parents are provided with feedback about what the teacher has learned about their child.

BOOK CLUB

Children have the opportunity several times each term to buy good books at reasonable prices through the Scholastic Book Club. Brochures describing the books and price details are sent home with the children. Those wishing to make a purchase complete the order form and return it, together with the correct payment, to the school by the due date. The Book Club provides a good opportunity for parents to purchase appropriate reading material at the children's level.

BOOK WEEK

Each year we celebrate Book Week during which time we focus on literacy. Various activities or in-school performances are planned. The date for this event is usually in Term 3.

BUDDIES

Each 3 to 6 class is allocated one K – 2 class to buddy throughout each year. The buddies work together, developing friendships and participating in a variety of activities including reading, computer work, maths, art and craft.

BUSES

A high standard of behaviour is expected of all students who travel by bus, otherwise bus passes may be confiscated. Please advise your child that if he/she should miss the bus, he/she should immediately report to the office on their site.

BUS PASSES

Application forms for bus passes are available from the Administration Office.

Any student in Kindergarten to Year 2 inclusive is able to travel free of charge, but students in Years 3 – 6 must live more than 1.6 km from the school by the most direct route to be eligible for free bus travel.

CANTEEN

The school canteen is located on the 3 - 6 site, with provision for the K - 2 children to access its services through lunch orders and the ability to purchase ice blocks, chips and other small items from the mobile facility located on the verandah of Bellthorn Cottage at lunch times.

Our canteen operates on Wednesdays, Thursdays and Fridays. It is a non-profit P & C initiative, run by our paid supervisor, Heather Tyler, and her team of parent volunteers, without whom it would be impossible to operate. The canteen provides a healthy variety of delicious and nutritious food for our children, at very reasonable prices. The canteen complies with the DoE & NSW Government Healthy Canteen Strategy, Fresh Tastes @ School Healthy Canteen Strategy and is nut free. Food for special diets such as gluten free or vegetarian is available.

The canteen is open on the 3 - 6 site at recess and lunch and on the K - 2 site at lunch times. All lunches are prepared at the 3-6 site and are available at lunchtime for the children who have placed an order. Year 3 - 6 children may purchase their recess from the counter at recess time and do not need to place a recess order.

Placing a lunch order:

Lunch orders are placed online through Flexischools. The cut-off time for ordering is 10am on the canteen day.

<http://www.flexischools.com.au/ForParents.aspx>

CAPTAINS

Each year the school community elects school captains, vice captains and prefects. These children are chosen because of their proven ability to promote the best possible image for the school, to act as role models for the rest of the student body and as ambassadors for our school.

CARNIVALS

During the year, children participate in several sporting carnivals.

Term 1: Swimming Carnival (all students turning 8 and over)

Term 2: Cross Country (all students turning 8 and over)

Term 3: 3-6 Ball Games Carnival and Athletics Carnival

Separate notes are issued with details of each event.

CELEBRATION OF LEARNING ASSEMBLIES

In December, 'Celebration of Learning' assemblies occur to recognise Kindergarten - Year 2 and Years 3-6 students' achievements. Major awards are presented and school leaders for the following year are announced.

CHARITY COLLECTIONS

The school supports several charities on a regular basis through fundraising and appeals. The school's main charity is Stewart House, which is supported by the teachers and students of NSW state schools. A used clothing and rag collection is held twice a year for Stewart House. Children also support World Vision and other charities through the Student Representative Council which organises a variety of fundraising activities to support these worthy causes.

CHOIRS

In addition to the Trebor Singers (Year 2), our school has two choirs, Ramsay and Weemala which have a reputation for excellence. All choirs perform at school functions and by invitation at community events. In addition to performing at school functions and at community events, they also perform at choral concerts at the Opera House and at the Sydney Town Hall and also in the Schools Spectacular at Sydney Olympic Park. Auditions for the choirs are held at the beginning of each school year.

CHILD PROTECTION

The NSW Department of Education (as an agency responsible for the care and welfare of students), has a charter to protect young people in its care from sexual, physical and emotional abuse and neglect and from improper conduct of a sexual nature.

All students are taught the Child Protection applicable to their grade as part of the Personal Development, Health and Physical Education key learning area.

CLASSES

Classes are formed each year on a chronological basis according to the number of children in each grade. State schools are staffed on the total school population using a formula which is based on a specified teacher/student ratio that varies with the age of the children i.e. the Kindergarten ratio is lower than Year 6.

When school numbers and circumstances dictate, it is necessary to form multi-age or composite classes. Extensive research indicates that there is no detrimental effect on children who are placed in such groupings. Our policy is to form classes that are as homogeneous as possible in terms of gender, academic ability and social skills.

COMMUNICATION

We encourage parents and caregivers to contact the school to discuss any issue or concern. Concerns relating to individual children should be directed to the relevant class teacher.

Information regarding school activities is sent home as required and the weekly newsletter is emailed on Tuesdays. All notes can also be accessed via the school website.

The P & C also use a communication group which assist the school to ensure all communication reaches its intended audience.

P & C meetings are another avenue for parents to learn about what is happening in the school.

COMMUNITY INVOLVEMENT

Throughout the year, many parents become involved in school programs and special projects. Parents help with the organisation of functions, fundraising, transport, reading, excursions, sporting activities and general repairs. If you can assist in any way, your time and help would be

greatly appreciated. Please speak with the Principal or any staff member.

COMPETITIONS

Children in Years 3 – 6 have the opportunity to participate in the International Competitions and Assessments for Schools which include English, Mathematics, Science, Writing, Spelling and Computer Skills competitions. The competitions run by Educational Assessment Australia are national competitions. A fee is payable and a comprehensive analysis of the results is provided for each student.

COMPUTERS

All classrooms have computers for student use which are networked throughout the school and access to WiFi enabling technology use anywhere, anytime- made possible through P&C fundraising efforts. A well-resourced Technology Centre is also part of the computer network. All students and parents are requested to sign an Internet user's declaration to ensure appropriate use.

All classes attend weekly computer education lessons with the Computer Teacher in the Technology Centre.

Year 3 – 6 children may use the Technology Centre at lunchtime. A variety of computer assisted learning programs are available and are continually being updated.

Stage 3 is BYOD. Students in Years 5 & 6 primarily use their device to support teaching and learning programs that promote key skills such as collaboration, communication and critical & creative thinkers.

COURT ORDERS

The school must be informed if there are any current court orders regarding access and custody of children. Any such information is treated with the utmost confidence and is only accessible on a need to know basis.

Unless a court order can be produced, the Principal has no power to prevent either spouse from having access to his/her child.

It is essential that the school be advised immediately if custody arrangements are changed at any time.

CPR Cardio-Pulmonary Resuscitation

Members of staff are trained annually in CPR and Anaphylaxis.

CURRICULUM

The NSW Education Standards Authority NESA develops and provides the syllabus documents and support materials for the six key learning areas and the NSW Department of Education produces policy documents and support materials. Staff prepare teaching and learning programs in terms of student learning outcomes to ensure that all aspects of the curriculum are covered and also to ensure that the programs reflect the needs of the children and community expectations.

The formal curriculum is divided into six key learning areas:

- **English** (Speaking and Listening, Reading and Viewing, Writing and Responding)
- **Mathematics** (Number and Algebra, Measurement and Geometry, Statistics and Probability)
- **Science and Technology**
- **History**
- **Geography**
- **Creative Arts** (Dance, Drama, Music and Visual Arts)
- **Personal Development, Health and Physical Education** PDHPE includes:
Drug Education, Child Protection, Anti-Bullying, Social Skills programs, Health, Nutrition, Road Safety, Games and Sport.

DANGEROUS ITEMS

Students are not to bring any items to school which may cause injury or damage to other students or property. Any item which may be construed as a weapon will be confiscated and the child's parents notified. The possession of a weapon is a suspendable offence.

DETENTION

Serious or repeated infringements of the school Student Welfare Policy may be dealt with by a period of detention. This may involve the student being withdrawn from the playground for the lunch play period.

DISCIPLINE

The school endeavours to develop responsibility within each student so that he/she obeys the rules because it is the right thing to do and all children must learn to be responsible for their own actions. Students must learn that their actions have consequences and be prepared to accept those consequences, particularly where injury or disruption to other people is involved.

All children are required to follow the school rules and to show respect for adults and other children at all times. Breaches of the Student Welfare Policy are dealt with according to the circumstances. A copy of the current Student Welfare Policy is included in the Appendix.

DRUG EDUCATION

An essential element of the PDHPE key learning area, Drug Education is taught by classroom teachers as part of their regular timetable. Drug Education aims to provide students with the relevant information and skills necessary to make informed lifestyle choices relating to drug use. An annual visit from the Life

Education van supplements the normal program.

DUTY OF CARE

All members of staff have a legal obligation to provide a duty of care to students. This duty includes the classroom, playground and excursions or sporting trips. The staff of Pennant Hills Public School are very conscious of their responsibilities and carry out their duties with professionalism and commitment to the welfare of all of our students.

EARLY INTERVENTION

It is a conscious and determined policy of this school to provide high level support to the early years of schooling. This is done through the provision of specialist human and physical resources, the development of specific literacy and numeracy programs, reduced class sizes and the involvement of health and counselling services to identify specific issues which may impact on the children's learning.

EDUCATION WEEK

Each year, a special week in Term 3 is designated by the Department of Education (DOE) as Education Week. Education Week is

used to highlight the quality programs and activities offered at public schools.

Pennant Hills Public School has events to celebrate Education Week.

EMERGENCY EVACUATIONS

The Department of Education has instructed schools to devise a school emergency plan. In order for students and staff to become familiar with procedures, practice evacuations are organised on a regular basis- at least once every 6 months. All parents and other visitors must proceed to designated areas with the children and staff.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL/D) OR DIALECT

For students whose first or main language is not English, the school offers specialist programs conducted by our EAL/D teacher to develop speaking, listening, reading and writing skills in English. These lessons are held during school hours and may be in the child's classroom in a team teaching mode or the children may be withdrawn for a period of time on a regular basis.

ENROLMENT

Parents are required to ensure that their children are enrolled at school from the age of 6 – 17 years. However, children may be enrolled at school earlier, provided that they turn 5 on or before July 31st of that year.

As part of the enrolment procedures, we need to sight a current passport, birth certificate and/or citizenship certificate to verify birth date and nationality status. Families travelling on a temporary visa need to apply to the Temporary Visas Holders Unit. Our enrolment policy can be found on our school website.

We are a comprehensive and inclusive school and we welcome all students and their families who reside in our school's drawing area.

Enrolment forms are available from the Administration Offices on both campuses. The information on these forms is entered onto the school's computer system and becomes the child's record. Any changes to this information e.g. change of address or telephone number should be communicated to the office to enable the system to be updated.

For all Out of Area applications, please contact the school's office for further information.

ENVIRONMENTAL EDUCATION

The school is committed to developing sound and realistic attitudes to sustainable environmental practices. Students have many opportunities to be involved in a range of environmental programs and they are encouraged to play an active part in maintaining our attractive school environment and gardens by using appropriate bins for rubbish, participating in the Annual School Clean Up days and recycling paper and fruit scraps.

ETHICS CLASSES

Students in Years K-6 who would normally attend non-Scripture have the opportunity, with their parents' permission, to attend Ethics classes for a half hour lesson on Wednesday mornings from 9.25am for Yrs 3-6 students and from 10.15am for Yrs K-2 students.

EXCURSIONS AND IN-SCHOOL PERFORMANCES

Excursions and in-school performances are a means of supporting and enhancing classroom studies. All such activities have an educational focus and are conducted as set out in the DoE and school policies. Parents and carers receive separate notices of the activities detailing purpose, venue, cost, times and any travel arrangements. Written permission from parents must be obtained before any student can leave the school on an excursion. On occasions, parents are asked to accompany groups and assist with supervision. Camps and overnight excursions are organised for children in Years 5 and 6. Payments for activities are included in the Term Invoice and should be paid by the end of the 2nd week of each term.

EXTRA CURRICULA ACTIVITIES

All students attend weekly **dance lessons** taught in a team teaching situation with classroom teachers by a highly qualified dance instructor. The Year 2, Stage 2, Stage 3, and Boys' Dance Groups perform at school and community events in addition to competing in a variety of eisteddfods and dance festivals.

Every second year, all children perform in their class item at the school's popular Dance Spectacular held in Semester 2.

FINANCIAL ASSISTANCE

The State Government provides some RAM Socio-economic background funding to assist eligible families with school related expenses. Limited financial assistance is available for school essentials such as uniform requirements, workbooks and excursions. The Principal will assist with enquiries on a confidential basis. Parents/carers requiring assistance are asked to sign a form for financial auditing purposes.

FRUIT AND VEGIE BREAK

Parents and carers are asked to provide their child each day with a small piece of fresh fruit or vegetable, peeled if appropriate, and wrapped in cling wrap or foil or placed in a small plastic container. Fruit and Vegie Break is taken in the first session of the school day. This is additional to morning tea/recess and lunch.

GIFTED AND TALENTED

Our school is committed to the development of each child's full potential. Classroom teachers differentiate the teaching/learning programs to facilitate further development of talents in a wide range of fields including Mathematics, English, Science, Creative Arts, Critical and Creative Thinking.

Selected children also have the opportunity to participate in regional enrichment days and camps.

HEALTH

It is the responsibility of parents to provide the school with a Health Care Plan each year for any serious medical problem from which their child may suffer e.g. anaphylaxis, asthma, epilepsy.

Good health is vital to school progress. Immunisation is a safeguard to health and we suggest that the family doctor be consulted concerning protection against diphtheria, whooping cough, tetanus, poliomyelitis, measles and mumps.

A NSW Department of Health guide to infectious diseases of children is included in the appendix.

HOME SCHOOL LIAISON OFFICER

The Home School Liaison Officer

(HSLO) is employed by the DoE to assist with student attendance matters. The HSLO regularly checks class rolls and in cases of poor student attendance, meets with parents at school or makes home visits to identify and rectify school or home-based factors contributing to poor attendance in an effort to improve attendance.

HOMEWORK

Homework provides students with an opportunity to consolidate their classroom learning experiences. It is also a means for parents to follow the experiences and progress of their child at school.

Reading silently or aloud to a willing listener and the completion of mathematics, spelling, assignments and research are basic tasks which could regularly be expected. Class teachers outline homework expectations for their class in early Term 1. Children should read or be read to as often as possible. The school operates a home reading program (Read With Me) for Years K – 4. Details are sent home in early Term 1. Children are also able to take books home regularly from their class library.

Parents are encouraged to assist their child to establish a regular time and place for carrying out homework activities and positively supporting them in their efforts.

HOUSES

All students in K to 6 are allocated houses for in-school sport.

The house names are:

- Angophora (Red)
- Melaleuca (Green)
- Banksia (Blue)
- Grevillea (Yellow)

IMMUNISATION

Parents enrolling Kindergarten students will be asked to present the school with an immunisation certificate. Under the Public Health Act 1992, children for whom proof of immunisation has not been provided may be asked to stay at home during an outbreak of a vaccine-preventable disease.

INFORMATION CARDS

Each student in the school has information pertaining to them contained in the office computer system. In addition, all parents are asked to complete an Information Card containing the same information which is located in each office, to be used in the case of a computer breakdown.

It is also vital that we have the details of a contact person who we can reach easily in case of an emergency when parents are unable to be contacted. Please advise us immediately of any changes to parent or emergency contact details.

INFORMATION NIGHT

Early in Term 1, parents are invited to attend an Information Night where each teacher explains his/her expectations of the students for the year and provides details of the themes and topics to be covered in each key learning area.

INTERNET

The Internet is a powerful teaching tool. All children have access to the internet and they are required to sign an internet agreement which stipulates that they use the internet for designated purposes only.

INTERPRETERS

Non-English speaking parents and carers may ask the school for a telephone interpreter or an interpreter to be present when discussing matters involving their children.

KINDERGARTEN ORIENTATION

Each year in Term 4, the children enrolled for Kindergarten the following year are invited to visit the school to participate in the four week Kinderlinks program.

LEARNING AND SUPPORT TEAM

The school's Learning and Support Team, comprising Deputy Principal, Assistant Principals, Learning and Support Teacher, classroom teachers, the EAL/D teacher and the School Counsellor, meets regularly to discuss children's needs. They coordinate programs and resources to support students experiencing learning and behaviour difficulties, in addition to those diagnosed with disabilities.

LIBRARY

The library has many valuable teaching and learning resources. Each class has timetabled library visits. To encourage library usage and familiarity, each student is able to borrow books when their class has library lessons. The school library is fully computerised and all books are bar-coded. Students are asked to take good care of books they borrow and to return them by the due date. To ensure that books are kept in good order and condition, they should be carried in a library bag which can be purchased from the Uniform Shop.

The library is open before school and at lunchtime.



LOST PROPERTY

Children should have their names clearly marked on all personal property. This enables any lost items to be returned quickly. The Lost Property box is located in the corridor outside the staff room (3 – 6) and the large verandah (K – 2). During each term, accumulated property is given to Stewart House or recycled as second hand uniforms through the uniform shop.

Please note that children should NOT bring items of value such as precious toys, jewellery, mobile phones, iPods or electronic games to school.

MEDICATION

Parents of students with conditions which require regular prescribed medication should ensure that the school is aware of the child's condition and that appropriate arrangements are made for the administration of medication.

Children are not permitted to self medicate or to bring medication to school without permission.

Written parental permission and directions for usage must be provided for the school staff to be able to administer medication.

All medication must be clearly labelled with the student's name and will be securely stored in the Administration Offices.

MONEY COLLECTION

The school has a system whereby parents can pay for the entire term's expenses in one

convenient payment. One payment is preferable to cover term activity payments, choir, PSSA etc. Tear-off slips should be included for each activity. One payment can be made for all children in the family. These payments may also be made online, using the Parent Online Payment system via the school website www.pennanthill-p.schools.nsw.edu.au Parents may contact the Principal confidentially in writing to arrange payments by instalment if this is more convenient. It is strongly advised that children bringing money to school for the purposes of spending at the canteen should ensure that the money is secured in a zippered pocket or clearly named wallet or purse.

MUSIC

A wide range of music activities form part of our school curriculum.

All students attend music lessons with our specialist music teacher. Performances and cultural visits are also a valuable component and occur throughout the year. The school participates in a number of choral and instrumental concerts each year.

A School Band Program caters for children from Years 3 to 6. This is run by the P&C Band Committee with paid tutors conducting the bands and many of the tutorials. Band practices and tutorials are currently held before and after school.

NAPLAN ONLINE - NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY

All students in Years 3 and 5 sit tests in Literacy (covering Spelling, Language, Grammar and Punctuation, Writing and Reading) and Numeracy in May each year. Information about student achievement and performance is reported back to schools, students and parents later in the year.

From 2019 students in Year 3 and 5 will be sitting the online version of NAPLAN (except Year 3 writing).

NEWSLETTERS

The school produces a weekly newsletter, *The Pennant*, which contains items of news and information from the school as well as from parent groups together with a calendar of upcoming events for the benefit of parents and carers. A

copy of the newsletter is uploaded on the school's website and emailed to those members who subscribe to Enews. All parents must subscribe to Enews so that they receive the regular communication to parents which the school provides.

OPEN DAY – ORIENTATION FOR NEW KINDERGARTEN CHILDREN

An Open Day is held during second term for parents to visit the school to obtain information. Parents enrolling their children in the school are invited to an Orientation Evening during Term 4 to visit the school and meet school personnel. All necessary information regarding enrolment is given to parents at this meeting. The orientation evening is followed by our four week Kinderlinks program which is designed to bridge the gap between home and school and to introduce the children to some of the activities they will experience at school.

OPPORTUNITY CLASSES (OC)

Specialist classes for academically gifted primary school students exist in schools throughout NSW. These classes operate in Years 5 and 6. Students in Year 4 have the opportunity to sit the standardised OC Test in Term 3. Places are offered in Term 4.

OUTCOMES BASED EDUCATION

The primary school curriculum and the associated assessment and reporting procedures are organised according to a standards framework developed by the NESA. Children are grouped into learning stages which equate to approximately two years of schooling. Within each stage in each Key Learning Area (KLA), there are a number of outcomes which are the basis for all teaching/learning strategies and activities. Children in each stage work towards achieving these outcomes by completing tasks developed by classroom teachers according to the Foundation Statement guidelines for each stage set by NESA. Not all children will achieve all outcomes for their particular stage as children learn at different rates.

PARENT INVOLVEMENT

Parents and carers are encouraged to take an active part in their children's education, as we

believe that children learn best when their parents and teachers work together in partnership and when the responsibility for this partnership is shared. Parents are welcome to participate in school activities as listed below:

- Classroom helpers
- Canteen duty
- Uniform Shop
- Assisting with sports carnivals
- P & C office bearers
- Fundraising activities
- Working bees
- Excursions
- Performing Arts activities



PARENTS AND CITIZENS ASSOCIATION (P & C)

Our Parents and Citizens' Association is an organisation that brings parents, citizens and teachers into close cooperation. It makes significant contributions to the school, not only in financial terms but also through physical and moral support. The P & C is responsible for a number of committees within the school including canteen, the Parents and Social Committee, class parents, Band, fundraising, grounds and uniform.

P & C Association meetings are held in the school library on the first Tuesday of each month at 7.30pm during term time.

PARENT/TEACHER INTERVIEWS

Formal interviews are held in Semester 1 so that parents, students and teachers can discuss individual student's progress. A note detailing dates and times is sent home several weeks beforehand to allow parents sufficient time to organise for time off work should this be necessary.

If a teacher has concerns about a student's behaviour, academic or social issues during the year, parents will be contacted and an interview arranged. Parents and carers are also encouraged to approach the school and speak with staff or the Principal at any time they have concerns or issues they wish to discuss. Parents are requested not to disturb teachers whilst they are teaching or are on playground duty. Please

send a note or telephone the school to request an appointment for a mutually convenient time.

PARKING

For the safety of children and teachers, parents and other people who deliver and collect their children from school are requested NOT to use the school car park. Drivers are advised to comply with the parking signs in streets surrounding the school as these are often monitored by Hornsby Council staff.



PHOTOGRAPHS

Class, individual, group and sport photographs are taken by professional photographers each year.

PLAYGROUND RULES

Children should not arrive at school before 8.45am. Students should sit on the silver seats until the arrival of the morning duty teacher.

The playground is supervised from 8.45am onwards and children are permitted to play handball and skipping games only.

Students are not to run on the asphalt at any time.

PRINCIPAL

The Principal is responsible for the overall management of the school's maintenance, finance, educational programs and the welfare of the students and staff. They are accountable to the Director – Educational Leadership and the NSW Department of Education with regard to the efficient and effective use of resources to improve student learning outcomes.

RELEASE FROM FACE TO FACE (RFF)

Each member of the teaching staff is entitled to two hours per week of Release from Face to Face teaching or pro-rata for part-time teachers. Instruction for this class time is taken by our specialist music, library and computer teachers. During this time, teachers tend to a variety of educational needs including planning, lesson preparation, marking and parent interviews.

REPORTING TO PARENTS

In addition to parent/teacher interviews, parents receive a formal report on their child's progress at

the end of each semester. The report includes teacher comments about the child's progress in each key learning area, in addition to information about each student's social development, commitment to learning and involvement in other school activities. Parents will be contacted during the year if there is any cause for concern regarding academic or social development.

SCHOOL DEVELOPMENT DAYS

The State Government has declared the first school day of the first three terms and the last two days of Term 4 as School Development Days. Teachers engage in professional learning activities organised on a school or occasionally a district basis.

SCHOOL SECURITY

The school has an electronic surveillance system connected to a 24-hour Security Control Room. Activation of the alarm results in a response by the security firm who will in turn notify police if necessary. Unauthorised entry to the school buildings or grounds is an offence under the Inclosed Land Act and is punishable by law. Reports of trespassers, suspicious or illegal activity in school grounds can be made to School Security on 1300 880 021 or to Ryde Police on 9879 9699.

SELECTIVE HIGH SCHOOLS

Selective high schools enrol students of high academic ability. Students are selected on the basis of academic merit determined by school assessments in English and Mathematics and the results of the Selective High School test in English, Mathematics, General Ability and Writing. Application forms are available in Term 4 for students in Yr 5.

SCHOOL AWARD SYSTEM

The school has a number of positive reinforcement awards. Please see the appendix for details.

SCHOOL COUNSELLOR

The School Counsellor, a qualified psychologist, currently works each Monday and Tuesday in the school to assist the Learning and Support Team and teachers to identify students with specific

needs and develop strategies to overcome the diagnosed difficulties.

Parents may request the School Counsellor to assess their child or seek an interview to discuss their child's progress, development of a particular concern.

Referral to the School Counsellor may also be instigated by the Learning and Support Team or by the child's class teacher after first having obtained consent from the parents of the student.

SCHOOL RULES

Our school rules reflect the philosophy and mission of the school and the commitment to welfare of the school community and our environment. The rules are printed in the appendix.

SCHOOL TERMS

The school year is divided into 4 terms. The dates for the terms vary from year to year, but generally each term has 10 weeks of school.

SCHOOL UNIFORM

It is expected that all children will wear school uniform and be neat and tidy. The uniform gives the children an opportunity to identify with the school and enhances school tone. Details of the school uniform are printed in the appendix.

SCRIPTURE – SPECIAL RELIGIOUS EDUCATION

Special Religious Education (SRE) involves authorised representatives of approved religious groups providing instruction to students of that group within school time. Parents nominate their child's religious denomination at enrolment and they may withdraw them or change classes by notifying the Principal. Lessons take place on Wednesdays, commencing at 9.25am for Years 3 to 6 and at 10.15am for K – 2 students.

SCHOOL HOURS

Students are not to arrive at school prior to 8.45am as they are not supervised before that time nor after 3.15pm. It is important that students are collected promptly at 3.15pm.

SPECIAL EVENTS

From time to time, the school organises special events to enhance the school's normal programs.

Details of these will be sent home in advance. Such events may include Fun Maths and Science Days, Writers Week, Education and Book Week activities, Christmas and end of year activities.

SCHOOL WEBSITE

www.pennanthil-p.schools.nsw.edu.au

The school website provides a variety of information about our school programs, policies and activities. The weekly newsletter is uploaded each Tuesday and the calendar reflects the many activities in which all members of our school community participate.

SPECIAL HEALTH REQUIREMENTS

Children who have special health requirements should be made known to the class teacher and the appropriate office. A register is kept of children who suffer from asthma, and a spare Ventolin and spacer are kept at both campuses. The school should be notified of any allergic reaction e.g. bee stings, nuts etc. A management plan for any child who is anaphylactic and requires, e.g. an EpiPen, must be supplied to the office together with an up to date EpiPen. Parents are responsible for ensuring that EpiPen Action Plans are current.

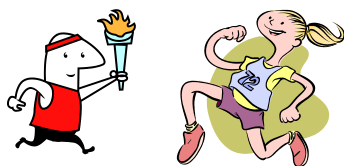
SPORT

Sport is a valued and accepted part of our school's curriculum and it contributes to the development of the whole child. Our school provides a comprehensive program aimed at developing skills, enthusiasm and sportsmanship in all children.

Competition is provided for groups and individuals with talents and abilities in particular areas.

Carnivals at school and district level are a regular aspect of the program and include swimming, ball games, cross country and athletics.

A regular fitness program for all grades K – 6 also forms an important part of our sport program.



STAFF

The staff at Pennant Hills Public School are a dedicated and enthusiastic team of professionals who are committed to providing quality educational and welfare programs to meet the needs of all children in our care. In addition to the teaching staff, we have an excellent team of support staff who assist in the administration and maintenance of the school.

STUDENT RECORDS

Each student is registered on the office computer system. Details are provided by parents on enrolment. Any change to these details must be forwarded to the Administration Office so that the system can be updated. A student record card is kept detailing academic, attendance, medical and other data. The record card is kept current and is passed on to the child's new DoE school in case of transfer and eventually to the enrolling high school.

STUDENT REPRESENTATIVE COUNCIL

Two students are elected from each class in Years 3 to 6, plus the School Captains. They meet fortnightly to discuss ideas, school issues and concerns.

SUSPENSION

Students may, at the discretion of the Principal and under the DoE Suspension and Expulsion guidelines, be suspended from school. The suspension may be for up to twenty days, during which time the primary caregivers are responsible for the welfare of the student. Further details about suspension procedures are contained in the appendix.

SWIMMING SCHEME

The NSW DoE School Swimming Scheme is an elementary learn to swim program of two weeks' duration that develops water confidence and provides students with basic skills in water safety and survival. The scheme focuses on Year 2 children.

TEACHER PROFESSIONAL LEARNING

Teaching and administration staff undergo regular training and development or professional learning either through school, area or state

initiatives which involve attendance both in-school and out of school hours.

Priorities for training are linked to the school's milestones set each year as part of the school strategic plan and the annual school report.

TRANSFERS

The school office should be notified if your child is leaving the school so that a transfer certificate can be completed. All school materials and library books must be returned before your child leaves.

TRANSPORT

Bus: Applications for bus passes are available from the school office. Free bus travel is available for K – 2 children and Year 3 to 6 children who live more than 1.6 km from the school. For details of bus routes, please contact the appropriate bus company. There is a replacement fee payable for lost bus passes. Lost bus passes are the responsibility of the parent.

Car: There is very limited parking for cars in nearby streets. It is recommended that parents of children in Years 3 to 6 park in Greycliffe Avenue rather than Weemala Road and that parents of K – 2 children not park in turning circles in Trebor, Malahide and Leith Roads. Parents should not double park, park in driveways or use the school car parks to deliver or collect children.

Bicycles: Children over the age of 10 years may ride bicycles to school with the written permission of their parents and following completion of the PHPS Bicycle contract. Parents should ensure that bicycles are roadworthy and fully operational and that children understand and obey road rules. Safety helmets must be worn which meet Australian Standards. Bicycle parking is available behind the school library, but no responsibility can be taken for the security of bicycles in the playground. Bicycles should not be ridden through the school playgrounds.

Information relating to the PHPS Bicycle Safety Guidelines and the PHPS Bicycle Rider Agreement are available from the school and from the school's website in the Our School – Our Policies section.

GROWTH MINDSET

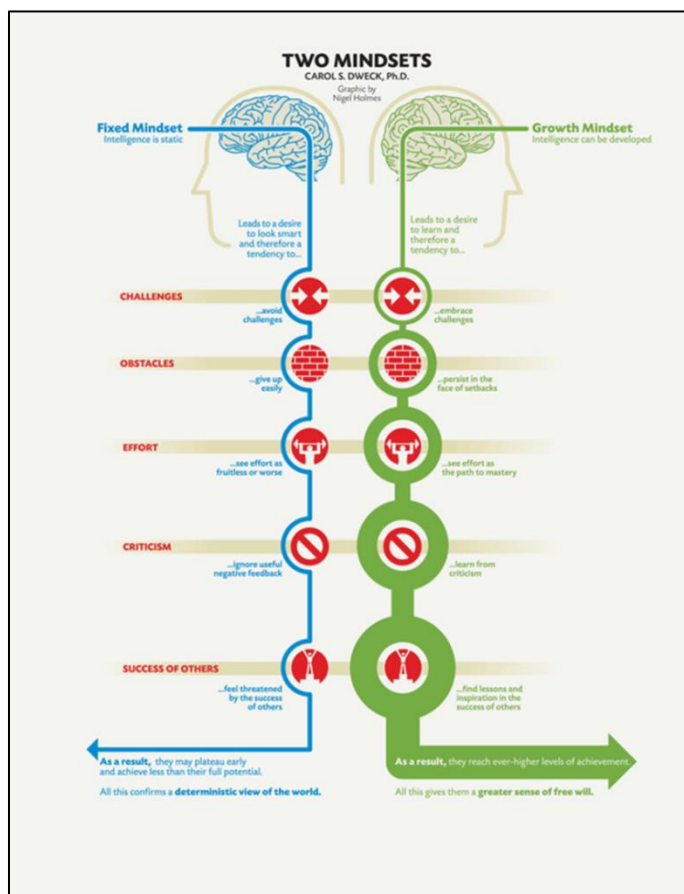
Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. Dr Dweck realised that there are two mindsets: a fixed mindset and a growth mindset. A person's mindset can profoundly influence behaviour.

People with a **fixed mindset** believe that their innate abilities and intelligence are fixed traits. You can either do maths or you can't. You can either make friends or you can't. They also believe that talent alone creates success- without effort. With a fixed mindset, there is a reluctance to take on new challenges.

People with a **growth mindset** believe that they can learn, change and develop needed skills through dedication and hard work. They are better equipped to handle setbacks and know that hard work and effort helps them accomplish and learn. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all people who achieved top performance had these qualities.

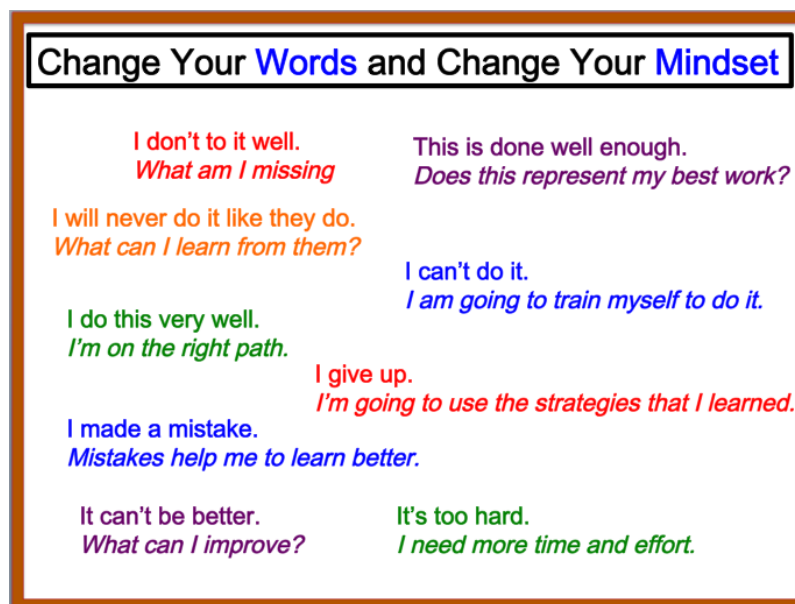
A fixed mindset stops you in your tracks and limits your achievement. A growth mindset opens up possibilities and always offers you opportunities to grow and learn.

The image below summarizes fixed and growth mindset:



The University of Pittsburgh Office of Child Development conducted a research study which examines the effect of a growth mindset in early childhood and showed that process-focused feedback is a more constructive approach than simply praising a child for an accomplishment. Engaging a child in the process can reinforce the value of effort and persistence and help a child understand that mistakes are part of learning.

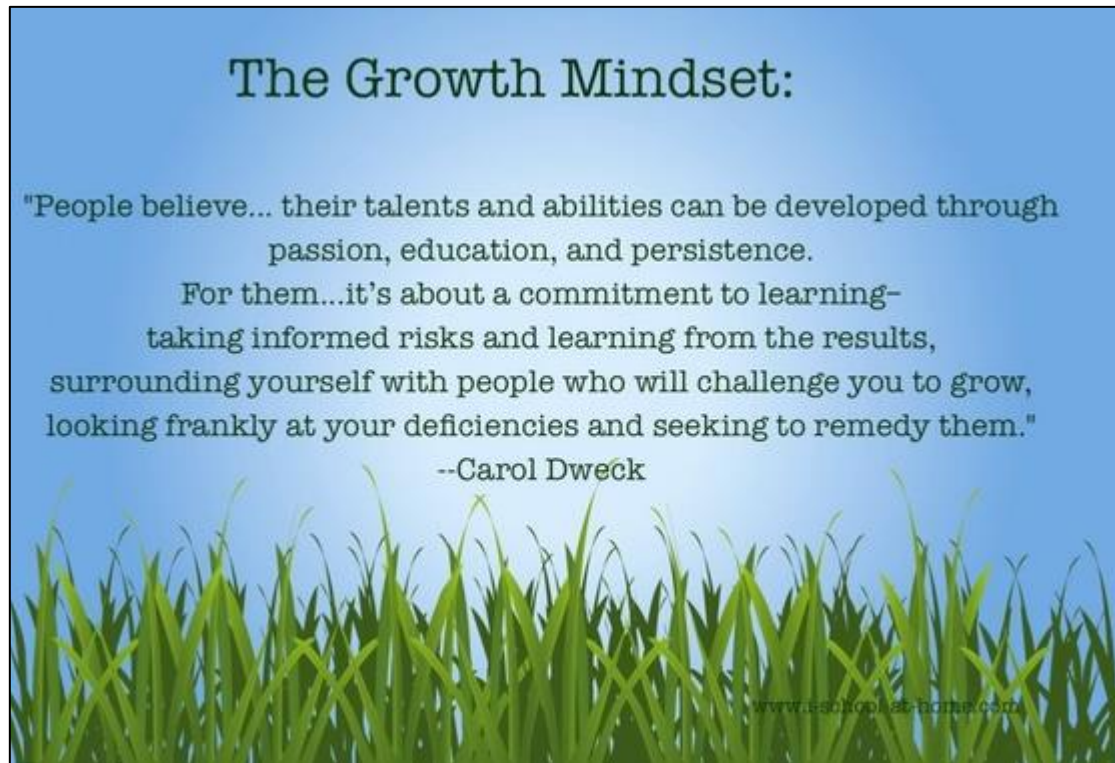
As adults, every word and action sends a message. It tells children how to think about themselves. It can be a fixed mindset message....or a growth mindset message. The most important thing you can do to help your child develop a growth mindset is to praise them for process and effort, rather than talent. Messages such as “I like the way you went about solving that problem”, “Great job to keep trying and find a different strategy that does work” or “I’m so happy that you learned something from the mistake you made” teach children that effort and process are important in reaching our full potential and that they need to be working purposefully in order to grow. By teaching our children that they can try new things, learn new things, and that their brains are wired to change and grow, we arm them with the tools for life-long learning.



Growth Mindset lessons K-6 will provide opportunities for students to develop a growth mindset so that they think of their intelligence as something they can develop through study and learning rather than as something fixed. In doing so, they thereby increase their sense of self-efficacy and motivation to learn. Students will learn how the brain functions, learns, and remembers, and how it changes in a physical way when we exercise it. The concept of neuroplasticity will be reinforced so that our children understand that the brain has the capacity to develop throughout life. They will learn how to tackle academic challenges by applying this knowledge to their learning.

The words of Carol Dweck are inspirational:

“If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”



PHPS is passionate about developing students who are resilient, have a love of learning and are unafraid to act in order to accomplish goals. We are very excited about the journey ahead in learning about growth mindset and applying its principles to the daily lives of our boys and girls. Moreover, we look forward to achieving great things in partnership with our parents as we work together, speaking the same language, to promote a growth mindset in all of our students.

SCHOOL RULES



Our school rules reflect the Department of Education Core Rules for Student Discipline in NSW Government Schools.

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 or dress code 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.

Pennant Hills Public School

Quality education in a creative and caring environment

Weemala Road, Pennant Hills NSW 2120 Tel: 9484 1134 Fax: 9875 2333

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SCHOOL VALUES incorporating general school rules

Be a learner

All settings: Always do the best you can, listen to and follow instructions, take pride in your work, ask questions politely, be involved, "have a go", wear the correct school uniform at all times,

Classroom: Be prepared to learn, complete your work, listen to others when they are speaking, turn your mobile phone off during class times

Playground: Be in the right place at the right time, move quietly between areas, pay attention, take pride in your work

Transition: Be in the right place at the right time, move quietly between areas

Assemblies: Follow instructions, sit and listen quietly, pay attention

Be respectful

All settings: Listen to and follow teachers' instructions, say please, thank you, excuse me, good morning etc; help others when they need it, be friendly, use appropriate language and speak politely, always tell the truth, cooperate with teachers, wear your uniform with pride, listen to others when they are speaking, respect other cultures and differences, obey visiting teachers, treat others the way you wish to be treated, wait for adults, look after school and personal property, show pride in the school, be polite when meeting and greeting people, speak respectfully to all peers and adults

Classroom: Be polite to parent helpers, raise your hand to speak, include others, share equipment

Playground: Play by the rules, take turns, include others, share equipment, put rubbish in the bin, line up as soon as you hear the bell, respect flora and fauna

Transition periods: Knock and wait to enter a classroom

Assemblies: Pay attention and listen carefully, applaud when appropriate

Be responsible

All settings: Cooperate with teachers and peers, be in the right place at the right time, be honest, be on time and respond to bells, always try your best, be accountable for your behaviour, leave chewing gum at home

Classroom: Look after your belongings and school property, follow instructions, label your belongings

Playground: Include others, share equipment, put rubbish in the bin, help others if they need it, behave appropriately, report concerns to teacher on duty, walk on the asphalt

Be kind

All settings: Be kind to teachers and peers, speak politely, be a good friend, help others, show courtesy, include people who are left out,

Classroom: Be honest, share, allow others to join in,

Playground: Line up without pushing, allow others to join in, share

Transition periods: Line up without pushing, keep hands and feet to self,

Assemblies: Be respectful, treat everyone with dignity, listen at all times

Be fair

Classroom: Share equipment, listen to others

Playground: Play fairly, follow the rules of the game, accept "out", treat everyone the same, encourage others

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STUDENT WELFARE POLICY

Schools must be places where students and teachers feel safe and can concentrate on the important task of learning. This happens best when there are standards of behaviour that everyone understands and follows and where students, staff and community members respect each other.

Lessons relating to anti-bullying, school and classroom rules are taught at the beginning of each school year and regularly throughout the year to ensure that students have a clear understanding of expectations.

1. PLAYGROUND AND SAFETY RULES

- Play safely and sensibly – no contact games
- Play in designated areas
- No hat, no play
- Use toilets sensibly
- Let others work and play without interference
- Keep playground clean and tidy
- Stay in the playground at all times unless given permission to leave
- Stay seated while eating and drinking
- Report all playground incidents to duty teacher
- Move around the school safely. Always walk in corridors, on verandas and on asphalt areas
- Students should only be in a classroom when the teacher is present

2. EQUIPMENT RULES

- Children will only play on the equipment when supervised by a teacher
- Children must follow the roster of who is allocated to play on the equipment
- Height restrictions apply for certain parts of the equipment

3. STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

We believe our school is succeeding in developing effective discipline by:

- providing appropriate curriculum to meet the needs of each student;
- supporting children to achieve success in learning;
- having a small number of easily understood rules which are fair, clear and consistently applied;
- discussing with parents their role in promoting acceptable student behaviour;
- providing appropriate support programs, eg counselling, remediation, outside agencies; and
- providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills.

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4. STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

At Pennant Hills Public School the teaching staff use a variety of strategies to:

- promote good discipline and effective learning
- recognise and reinforce student achievement

K-6 Good Discipline and Effective Learning Strategies

- Modelling/explaining behaviours/expectations
- Praising/rewarding good behaviours
- Separating disruptive class members
- Ongoing systems operating within class e.g. Good Behaviour Bank/Star Charts etc
- Clear class rules, expectations and consequences
- Promoting a positive learning environment
- Self-directed learning opportunities
- Teacher devised class rewards
- Displaying children's work
- Showing work to Principal
- Consistent, fair discipline
- Isolating children for serious playground misdemeanours (K-6) and reporting to executive

Rewards and Recognition

- Stamps, stickers, certificates issued by teachers
- Rewards earned over a period of time from class teachers
- Special privileges e.g. jobs and responsibilities
- Assembly awards and records kept
- Sharing achievements with peers/other classes/other staff
- Verbal praise
- Reporting achievements to parents
- Publishing achievements in the Pennant
- Announcing achievements at assemblies
- Displaying students' work
- Reporting folders
- Photographic displays
- Media coverage
- Leadership responsibilities
- Performance Assemblies
- Notice Boards
- Presentation Day
- Education Week
- Concerts – Shows

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Encouragement Awards

There are many awards given to encourage achievement in academic, social and physical areas. These incentives are issued for children displaying the following:

- good behaviour
- self-discipline
- responsibility
- citizenship
- caring for others
- respect
- achievement
- effort
- improvement
- reading

These awards include:

Academic:

- Merit Certificates
- Class teacher's certificates
- Daily awards of stickers and stamps in books
- K-2 playground tokens
- End of year awards

Social:

- Awards for participation in extra curricula activities
- Commendation by teachers during weekly assemblies
- Merit certificates / Principal's Awards / Principal's Lunches
- End of year citizenship awards

Physical:

- Ribbons for sporting activities and athletics carnivals
- Commendation in sports reports during weekly assemblies
- Perpetual sporting trophies/medallions

In the K-6 playground, children who do not observe school rules and are deemed by the teacher on duty to be playing in an unsafe manner, will be given a "time-out" from playing either on the seats or the veranda.

Children whose behaviour is deemed to be a serious breach of the rules or who abuse the rights and safety of others (eg through physical violence) will be referred in the first instance to both the class teacher and the Assistant Principal or Deputy Principal for management. At this time contact with parents is at the Deputy Principal's discretion.

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Continued serious breaches will be referred to the Principal for management, and the child's parents will be contacted. In some cases, suspension from school may be appropriate.

The Assistant Principal will keep an ongoing record of all serious incidents.

SUSPENSION

In most cases, suspension will only occur after a range of discipline and support options have been implemented. The student and parent(s) or carer(s) will have received a formal written caution that suspension may be considered if the unacceptable behaviour were to continue. In implementing suspension procedures, the principal must ensure that no student is discriminated against on the basis of:

- Race, including colour, nationality, descent and ethnic, ethno-religious or national origin
- Sex ▪ Marital status ▪ Disability, including HIV/AIDS ▪ Homosexuality ▪ Transgender, or ▪ Age.

SHORT SUSPENSION (up to and including 4 school days)

Continued Disobedience

Including but not limited to:

- Refusal to obey teacher instructions
- Defiance
- Disrupting other students
- Minor criminal behaviour related to the school
- Use of alcohol or persistent use of tobacco

Aggressive Behaviour

Including but not limited to:

- hostile behaviour to students, members of staff or other persons (including verbal abuse and abuse transmitted electronically such as by email or SMS text messages)

LONG SUSPENSION

Physical Violence

- which results in pain or injury or which seriously interferes with the safety and well being of other students and staff

Use or possession of a prohibited weapon, firearm or knife when

- The student uses a knife or possesses a knife without reasonable cause
- The student possesses or uses a firearm of any type

Possession or use of a suspected illegal substance

- Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs

Use of an implement as a weapon or threatening to use a weapon

- When any item is used as a weapon
- Includes an offensive weapon which is anything made, or adapted for use to cause injury to a person.

Persistent misbehaviour including

- Repeated refusal to follow the school Student Wellbeing Policy
- Making serious threats against students or staff
- Behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach

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Serious criminal behaviour related to the school

- Including malicious damage to the property (school or community) or against the property or person of a fellow student or staff member inside or outside of school premises

IMMEDIATE SUSPENSION

In most cases the principal will impose an immediate suspension for:

- Physical violence resulting in pain or injury
- Possession of a firearm, prohibited weapon or knife (without reasonable cause)
- Use or possession of a suspected illegal substance (not including alcohol or tobacco)

Students with Disabilities

To ensure that students with disabilities are not discriminated against, a decision to suspend a student with a disability should be based on the following considerations:

- The degree of intentionality involved in the behaviour
- The nature and extent of the support strategies applied to modify the behaviour and failure to change the student's behaviour despite a considerable period of intervention
- An unacceptable risk to the safety of others (as determined by the risk management/assessment process)
- The developmental level of students and their individual needs.

The principal must ensure the involvement of all appropriate personnel, both in the school system and externally.

Anti-bullying Plan





Bullying:

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

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

Bullying

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

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

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

Bullying behaviour can be:

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

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

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

School staff have a responsibility to:

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

In addition, teachers have a responsibility to:

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

Students have a responsibility to:

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

Parents and caregivers have a responsibility to:

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

All members of the school community have a responsibility to:

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

Our School Anti-Bullying Plan

Our School Anti-Bullying Plan

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

The school community, including staff, the parent community and students provided input into the development of this plan through Tell Them From Me surveys and consultation regarding the You Can Do It (YCDI) program. The draft policy was presented to all stakeholder groups for input and consultation.

Statement of purpose

At Pennant Hills Public School we believe that all students have the right to learn in an environment where they feel safe and secure, physically and emotionally. We believe that all members of the school community have a responsibility to model and reinforce the high standards of behaviour expected of students and that these reflect the values of the community. At Pennant Hills Public School our approach to student wellbeing is centred on the YCDI program.

Protection

Students, staff, parents, carers and members of the wider school community have the right to feel safe and respected. All members of the school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying (physical, verbal, cyber, social,

psychological). We believe that a positive school climate of respectful relationships, that fosters student connection with both the school and the wider community, reduces the likelihood of bullying occurring. Any inappropriate behaviour that interferes with the wellbeing of the school community will not be accepted.

It is important that the school and its community have a clear understanding as to what constitutes bullying. Conflict, social difficulties or single incidents are not defined as bullying.

Prevention

The school community has a responsibility to address the underlying causes of bullying relating to school organisational issues, teaching and learning issues and relationship issues. Preventative strategies implemented by the school community will include:

- promotion of the school's Anti-Bullying Plan
- explicit teaching of expectations through the YCDI program
- cyberbullying module and instruction on safe and appropriate use of technology within school technology lessons
- regular activities and sessions that address positive behaviours, such as targeted incursions, cyberbullying talks with the Police Youth Liaison Officer, Harmony Days and PDHPE lessons
- Class Buddy Program to strengthening relationships between students across the school
- promotion of productive and respectful relationships between all members of the school community
- active supervision of students at all times in all school settings

Staff Responsibilities:

1. Model appropriate behaviour at all times
2. Implement the YCDI program

3. Communicate any bullying behaviour to the stage supervisor / Principal and parents as required

Parent/ Carer Responsibilities:

1. Model appropriate behaviour at all times
2. Be aware of and support the school's Anti-Bullying Plan and

YCDI program

3. Encourage their child to adopt learnt strategies to deal with bullying and promote positive social skills
4. Monitor their child's use of social media where it affects school life

Student Responsibilities:

1. Behave in accordance with the school values at all times
2. Inform a staff member if they are being bullied or they see someone being bullied
3. Attempt to learn strategies to deal with bullying incidents in line with school programs

Early Intervention

If a student is identified as being at risk of developing long-term difficulties with social relationships, or has been identified as having previously experienced bullying or engaged in bullying behaviour, strategies to support them may include:

- Referral to LST or School Counsellor
- Social support strategies (e.g. social stories, extra-curricular activities)
- Behavioural / cognitive assessment
- Individual behaviour plans and strategies

Response

Staff Response:

All staff members are committed to a common response to bullying. Immediate intervention is crucial and clear procedures are to be followed when a case of bullying is identified.

Teachers have a responsibility to address incidents of bullying in a timely manner as appropriate to the circumstances. Classrooms are to be positive, safe and supportive environments where negative behaviour is recognised and dealt with. The executive will provide support to teachers so that they are able to maintain a safe classroom environment.

Staff will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Follow the school Anti-bullying procedures and discipline plan for addressing incidents
- Recognise bullying behaviours as per definition detailed in this policy
- Educate students as to recognising and responding to bullying incidents
- Discuss student wellbeing concerns in stage and staff meetings as appropriate

Student Response:

The students will participate in a range of programs centred on anti-bullying. Students will:

- Recognise bullying as per definition detailed in this policy
- Report incidences of bullying to a staff member – for both students who have been bullied and students who have witnessed bullying

Parent / Carer Response:

Through the publication of this policy through the P & C and school website, parents / carers will be informed about procedures for addressing incidents of bullying.

Parents will:

- Recognise bullying behaviours as per definition in this policy
- Take a pro-active approach and talk with children if they suspect they are victims of bullying
- Approach the child's teacher to discuss concerns
- Model and be responsible for encouraging anti-bullying behaviours

Procedures for dealing with reported bullying incidences:

Incidents involving assaults, serious threats, intimidation or harassment will be reported to police in accordance with Department of Education Incident and Reporting Policy.

All substantiated instances of bullying behaviour will be treated in accordance with the school's Discipline Plan and all relevant NSW Department of Education policies and procedures. Staff members are to report concerns of child wellbeing to the Principal. The Principal will assess the situation and a decision will be made on the appropriate action to be taken.

Counselling and support will be offered to all concerned parties and ongoing monitoring of students will be observed in line with the PBL program.

Parents will be informed of the allegations as appropriate.

The school implements the Department of Education School Community and Consumer Complaint Procedure. The Principal will deal with formal complaints by following the procedures outlined in the policy.

Through the behaviour program, patterns of bullying behaviour will be identified and addressed.

The Anti-Bullying Plan will be distributed to all staff members and the P & C Association. The Plan will be placed on the school website and parents informed of its location in the school newsletter.

The Anti-Bullying Plan will be examined annually for effectiveness. Data collected through Sentral will be analysed, discussed with staff and presented at a P & C meeting as appropriate at regular intervals. The executive will assess the data collected and make recommendations to the school community on future improvements. The Anti-Bullying Plan will be formally reviewed every three years.

Additional Information

The Police Youth Liaison Officer can be contacted at Hornsby Police Station.

Kids Helpline: 1800 331 859

Principal's comment

This Anti-Bullying Plan aligns with the guidelines determined by the Department of Education. It has been developed in consultation with staff and community members. It is one part of Mount Kuring-gai Public School's overall approach to student wellbeing which has an overriding philosophy of promoting positive interpersonal relationships.

This plan was revised in May 2018 by:

Matt Pinchbeck, Principal

School contact information

Pennant Hills Public School

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Email: pennanthil-

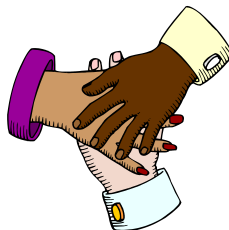
p.school@det.nsw.edu.au

Web: <https://pennanthil->

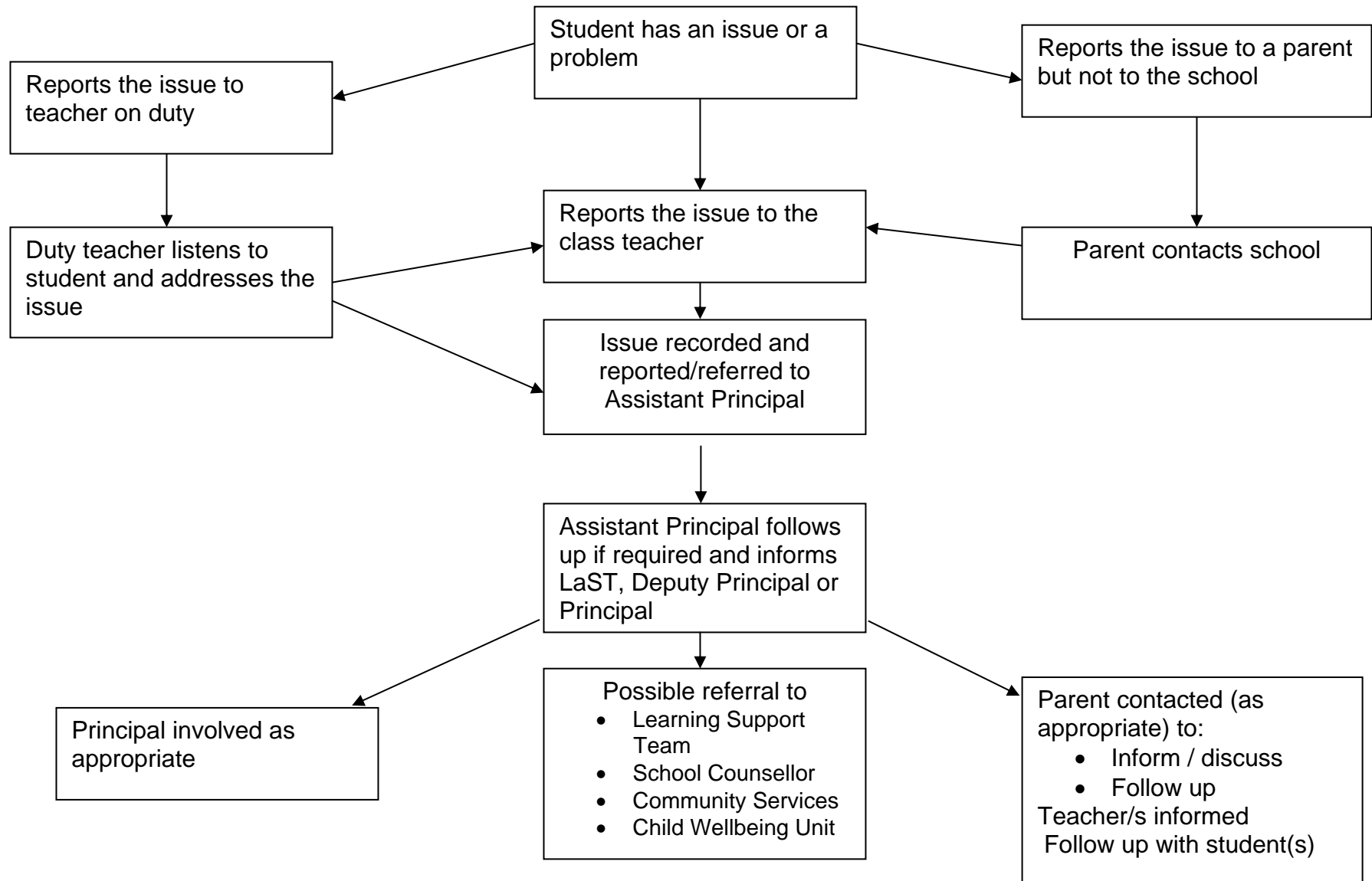
[p.schools.nsw.gov.au/](https://pennanthil-p.schools.nsw.gov.au/)

FIVE KEY PRINCIPLES

1. Everyone has the right to feel safe at school.
2. We can all do things that hurt other people. We need to make it a habit to stop and think before we say or do anything that could hurt someone else. Remember to treat others the way you like to be treated.
3. Bullying is a No! No!
If the person being bullied or teased feels hurt or upset then it is not a joke, no matter what the bully says.
4. Bullying is likely to decrease when we speak out against it or when we tell someone who can do something about it.
5. If we are bullied, we can bounce back and become stronger. We do not have to let the bullies win.



Student Welfare Flowchart Overview



ACKNOWLEDGEMENT OF COUNTRY

An "Acknowledgement of Country" is a way that all people can show respect for Aboriginal culture and heritage and the ongoing relationship the Traditional Custodians have with the Land. This acknowledgement occurs on various occasions including assemblies, social and formal occasions, when guests are introduced, at presentation or awards functions.

We would like to acknowledge the traditional custodians of this land and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.

PENNANT HILLS SCHOOL SONG

We're learning for life and learning to live,
Being more than we were, taking less than we give,
As we strive at our best, your proud name lives on –
May you grow in renown Pennant Hills.

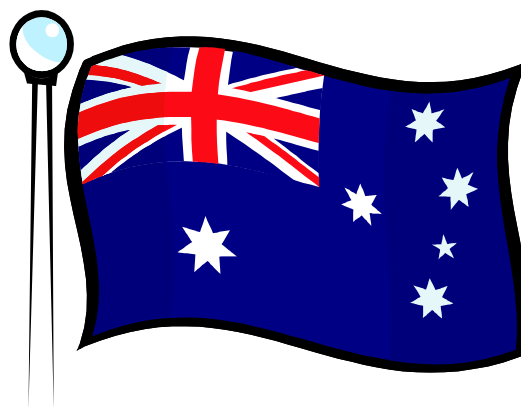
I'll achieve for myself and as part of a team,
Believe losing can lead to success,
Needn't always be first, not champion, and yet,
Gaining honour and grace through examples I set;
True to all when doing my best,

In learning for life, our school's a foundation,
May our bond here and now extend to our nation,
And farther, to all in this world which is good –
You shall stay in our hearts Pennant Hills.

ADVANCE AUSTRALIA FAIR

Australians all let us rejoice
For we are young and free.
We've golden soil and wealth for toil,
Our home is girt by sea.
Our land abounds in nature's gifts
Of beauty rich and rare.
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing
Advance Australia Fair.



SCHOOL UNIFORM CODE

The school community expects that all children will wear the school uniform. We have a high standard of dress at the school and we encourage the wearing of school uniform at all times.

NO HAT, NO PLAY – A school hat is to be worn at all times.

Summer Uniform - Girls

- Short sleeved dress in uniform fabric.
- Black school shoes and light blue socks.
- Navy school sloppy joe or zippered jacket with school crest.
- School hat with school crest.

Summer Uniform - Boys

- Short sleeved blue shirt and grey shorts.
- Black school shoes, grey socks with light and dark blue stripes.
- School sloppy joe or zippered jacket with school crest.
- School hat with school crest.

Winter Uniform - Girls

- Checked tunic with long sleeved blue shirt.
- Black school shoes with navy tights or light blue socks as worn with summer uniform.
- School tie (optional but encouraged).
- Navy school sloppy joe or zippered jacket with school crest.
- School hat with school crest.

Winter Uniform - Boys

- Winter weight grey shorts or long grey trousers with long sleeved blue shirt.
- Black school shoes, grey socks with light and dark blue stripes.
- School tie (optional but encouraged).
- School sloppy joe or zippered jacket with school crest.
- School hat with school crest.

When representing the school for Choir, Band, excursions etc. it is expected that all children will wear the official uniform (including tie when in winter uniform) as outlined above.

SPORTS UNIFORM (Years K-6)

Girls

- Navy pleated skirt or navy shorts.
- Pale blue school sport polo shirt with navy trim (house colour displayed on sleeves).
- Navy sports briefs (scungies).
- White sandshoes and white socks.
- School hat with school crest.

Boys

- Navy shorts.
- Pale blue school sport polo shirt with navy trim (house colour displayed on sleeves).
- White sandshoes and white socks.
- School hat with school crest.

All zippered jackets and sloppy joes have the school crest. Items can be purchased each Monday and Tuesday between 8.45 am – 10.45 am and Thursday from 3.00 pm to 4.00pm at the School Canteen or via order form available from the School Office.

WAYS IN WHICH PARENTS CAN HELP THEIR CHILDREN TO LEARN

Parents can help their children to learn from the moment they are born by providing a stimulating environment, answering their questions, talking to them and listening when they talk to them. Children love to talk and they feel that what they have to say is important. Good language development helps with reading and with writing.

- One of the most important gifts parents can give their children is time. Time spent with your children helping them to learn is rewarding. Much of children's learning comes about incidentally e.g. helping you with normal household tasks such as cooking, cleaning, gardening, shopping.
- Give your children responsibilities they are capable of carrying out. Children should be encouraged to have regular jobs around the home e.g. making their bed, tidying their room, setting the table.
- Children love to play games. With young children, physical games such as running, ball games etc help with their gross motor development. Jigsaws help a child to recognise shapes and see likenesses and differences. Simple games such as "I spy" help develop their language and vocabulary skills.
- Take your children to places of interest and discuss what you have seen. Outings such as a trip to the city, the beach or the movies help to build up children's experiences and language.
- Joining groups such as Cubs, Brownies, Little Athletics, Soccer and Netball teams helps children to learn to cooperate with others and allows them to make friends and learn new skills.
- See that your child develops good habits of attendance and punctuality. Frequent absences or constant lateness cause children to miss work which they may find difficult to catch up.
- Take an interest in the school. Children reflect their parents' attitudes.
- Each child is different. Don't compare one child with other children in the family. Just as children grow at different rates, so they develop their physical and academic skills at different ages. There is often up to 12-14 months difference in ages of children in each grade, so children are at many different stages of development.
- Always give your children praise and encouragement for their efforts to learn. We all thrive on praise and encouragement and try to do our best if our efforts are recognised and acknowledged.

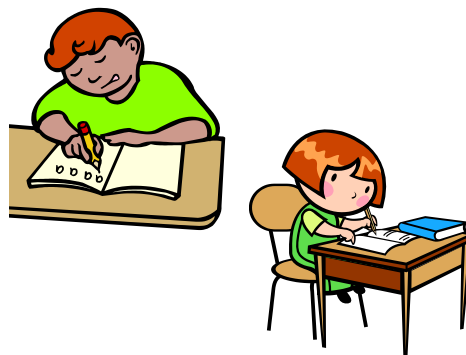
WRITING

- Look at alphabet books, sing alphabet songs.
- Say/sing nursery rhymes.
- Comment on signs in the environment.
- Encourage your child to label things he/she designs and makes.
- Encourage your child to use pens, pencils, crayons, chalk, textas, a type writer or word processor for writing.
- Write in front of your child. (letters, shopping lists, invitations etc.)
- **ALWAYS** encourage your child to "have a go" at spelling.
- Encourage your child to write messages to you and other family members.
- When young children write, praise their efforts. Focus on what has been written, not on the spelling. If you mention the spelling, say "You had a really good try at that word didn't you?"
- Encourage your child to try crosswords etc.
- Play games such as "Hang Man", "I Spy", "Scrabble" and "Boggle".
- Help your child to find little words in big words and to write them, e.g. carpet: car, tar, are, care, pet.
- Encourage your child to keep a diary and to write in it whenever possible.



- Help your child to make up mnemonics (memory aids) to assist them to remember how to spell words.

e.g. A piece of pie
What has a hat in it?
Where is it? Here it is.
 You hear with your ears.
 There is a lie in belief.
 My pal is the principal.
 Animals eat meat.
 There is a bus in business.
 Ice is a noun and so is practice.
 Never end a friendship.
 An island is land.



- Help your child to use a dictionary. (Use a picture dictionary for younger children.)
- Encourage your child to read through their work to make sure it makes sense. Ask them to underline any word which they don't think "looks right".

READING

- Read to your child as often as you can. (Introduce the book by talking about the title and the pictures. Encourage your child to predict what the story might be about.)
- When possible, choose different types of books or stories (fact, fiction) to read to or with your child. This will help to extend the child's experiences.
- When introducing a new book, tell the child the title of the book, the name of the author and the illustrator and explain these terms if necessary.
- Hold books/let child hold books so that child can see the pictures and turn the pages.
- Point to the words as you read. This helps the child to realise that print runs from left to right and also shows him that the print carries a message as well as the pictures.
- Place labels around the home e.g. This is 's room.
- Encourage your child to choose books for you to read together.
- Talk about the books you read - who is in them, where the story takes place.
- Be seen to be "readers" - dads especially!
- Buy books as presents and show your child how to care for them.
- Play audio tapes of favourite stories and songs. (Excellent for long car journeys.)
- Teach nursery rhymes and songs.
- Draw attention to print on packages, on signs.
- Play games which involve reading simple instructions.
- Read recipes together.
- If you don't belong to the local library, join now. Visit it regularly and borrow books.
- Monitor television watching.
- Reading should be a fun and enjoyable activity. If your child doesn't want to read to you, don't force him/her to. It is far better for you to read to him/her or for you to read together. With young readers, you might read the majority of the story and leave out the occasional word, encouraging the child to put it in. In the case of an older perhaps reluctant reader, you might read a paragraph and then he/she will read the next. This is often an excellent way to help a child to read a longer story book or novel.

For older children:

- Read books that your child reads.
- Read books that have been made into films or videos. Encourage your child to discuss the differences.

- Encourage your child to retell a story they have read.
- Ensure that your child is exposed to a wide range of reading materials e.g. newspapers, letters, recipes, TV guide, magazines, puzzle books.
- Provide a quiet, well lit study area.

Literacy learning is a social experience. It happens at home and at school when children:

- are surrounded by people who listen, talk, think, read and write
- can see purposes for reading and writing
- share experiences (a picnic, a visit to the zoo) which are then talked about at home
- share books (especially stories) and talk about them with more experienced readers
- have plenty of books to handle and read
- see print all around them
- have models of how people read and write
- have opportunities to read and write
- know that people expect them to read and write
- are given choices about what they read and write
- feel free to “have a go” at reading and writing (including spelling)
- are able to talk about their reading and writing
- experience feelings of success
- feel responsible for their reading and writing
- have confidence in their ability
- understand what reading, writing and learning can do for them



Let us strive together, parents and teachers to develop a partnership which will support our literacy learners and ensure that they have a future as enduring literates who will continue to use reading and writing to learn throughout their lives.

Literacy at home and school Primary English Teaching Association

METHOD FOR CORRECTING ERRORS WHEN YOUR CHILD IS READING ALOUD

1. ONLY CORRECT YOUR CHILD WHEN MEANING IS LOST.
2. PAUSE - give your child five seconds to self correct.
3. PROMPT - give a gentle prompt if your child does not self correct.
e.g. "Do you think that sounds right/makes sense?"
4. Talk about what the word could be from the sense of the story and picture cues. e.g. "What do you think it is? What would make sense?"
5. Look for the same word earlier in the story where the child was able to read it in a different context.
6. Look for structures in the word which the child can already recognise e.g. be(come)
7. Don't encourage sounding out unless it is a last resort. If a child's first resort is to "sound out" a word with which he is unfamiliar and that word is one of the many in our language that cannot be sounded out, then he can experience failure, become confused and frustrated and lose the meaning of what has already been read.
8. PRAISE - when the child is correct.

WHAT DO YOU DO IF YOUR CHILD FALTERS ON AN UNKNOWN WORD AND IS HESITANT TO READ ON?

1. Encourage your child to read on to the end of the sentence and then start again at its beginning.
2. Use the prompts listed in PAUSE PROMPT PRAISE.
3. Encourage your child to guess or predict the word. Good readers are good guessers. They use the clues from meaning and word order rather than sounds.
4. If your child has tried or is becoming frustrated, tell him the word. If your child is becoming anxious about reading aloud, try him on simpler texts, in particular those with predictable patterns and some repetition.
5. DON'T GET OVER ANXIOUS OR PRESSURE CHILDREN.
Maintain a relaxed, happy environment where you read aloud to them. When they are ready they will copy your example.

Summer Reading Fun for Students

Rhyming and word play

Hairy Maclary series by Lynley Dodd
What the lady bird heard by Julia Donaldson
The Gruffalo by Julia Donaldson and Axel Scheffler
Room on the Broom by Julia Donaldson and Axel Scheffler
Waddle Giggle Gargle by Pamela Allen
Mr McGee by Pamela Allen
One fish two fish by Dr Seuss
There's a wocket in my pocket by Dr Seuss
Mr Brown can Moo! By Dr Seuss
Fox in Socks by Dr Seuss
Where is the green sheep by Mem Fox
Boo to a goose by Mem Fox and David Miller
The very cranky bear by Nick Bland
Fancy Nancy by Jane O'Conner
Noni the Pony by Alison Lester
Each Peach Pear Plum by Janet and Allan Ahlberg
Piranhas don't eat bananas by Aaron Blabey
Edward the Emu by Sheena Knowles
Kangaroos Hop by Ros Moriarty and Balarinji

Books with great language and mathematics fun!

The very hungry caterpillar by Eric Carle
The rabbit problem by Emily Gravett
One ted falls out of bed by Julia Donaldson
100 things by Masayuki Sebe
Chicka Chicka 123 by Bill Martin Jr 365
Penguins by Jean-Luc Fromental
Mr Archermides Bath by Pamela Allen
Ten Blue Wrens and what a lot of wattle by Elizabeth Honey
One Very Tired Wombat by Renee Trembl

Books for early readers

Elephant and Piggie series by Mo Willems
Green eggs and ham by Dr Seuss
The cat in the hat by Dr Seuss
Hop on Pop by Dr Seuss
I went walking by Sue Williams and Julie Vivas

General reading

Grandpa and Thomas by Pamela Allen
This and That by Mem Fox and Judy Horacek
Imagine by Alison Lester
Why I love Australia by Bronwyn Bancroft
Rose meets Mr Wintergarden by Bob Graham
How the sun got to Coco's house by Bob Graham
Starting school by Jane Goodwin and Anna Walker
All through the year by Jane Goodwin and Anna Walker
Today we have no plans by Jane Goodwin and Anna Walker
Amy and Louis by Libby Gleeson and Freya Blackwood

Enjoy your summer reading

This selection is a **small suggestion** of books students starting Kindergarten in 2016 may enjoy.

Read to your child as much as you can. These suggested books are all highly engaging for young children, they have quality language and play with words and ideas.

Read the same book to your children many times because with each reading children become more familiar and learn from the repetition. Can you **read to** your child 5 times a day?

This is not a definitive list; it has been compiled as a starting guide for interested parents and caregivers. Your local library, school library and bookshops are also full of inspiration.

INFECTIOUS DISEASES OF CHILDHOOD

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 at home?

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

How I can 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 to 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 at home?

Yes, while there is discharge from the eye.

How I can help prevent spread?

Careful hand washing. Avoid sharing towels. Antibiotics may be needed.

GERMAN MEASLES

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 affected.

Do I need to keep my child at home?

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

How I can help prevent spread?

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

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, perhaps in the nappy area.

Do I need to keep my child at home?

Yes, until the blisters have dried.

How I can help prevent spread?

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

HEAD LICE

Time from infestation to eggs hatching

Usually 7 to 10 days.

Symptoms

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

Do I need to keep my child at home?

No, as long as head lice management is ongoing.

How I can help prevent spread?

Family, friends and classroom contacts should be examined and treated if infested.

IMPETIGO

Time from exposure to illness

1 to 3 days.

Symptoms

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

Do I need to keep my child at home?

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

How I can help prevent spread?

Careful hand washing.

MEASLES

Time from exposure to illness

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

Symptoms

Fever, tiredness, runny nose, cough and sore eyes for a few days followed by 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 at home?

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

How I can help prevent spread?

Immunisation (MMR) at 12 months and 4 years.

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 at home?

Seek medical attention immediately.

How I can help prevent spread?

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

SLAP CHEEK

Time from exposure to illness

1 to 2 weeks.

Symptoms

Mild fever, red cheeks, itchy lace-like rash and possibly cough, sore throat and runny nose. Can cause foetal disease in pregnant women if they have not been previously infected.

Do I need to keep my child at home?

No, as it is most infectious before the rash appears.

How I can help prevent spread?

Careful hand washing. Avoid sharing drinks.

WHOOPIING 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 a 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 at home?

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

How I can help prevent spread?

Immunisation at 2, 4, 6 months and 4 years of age. A particular antibiotic can be given to the patient and those who have come in close contact. The infected child should be excluded from school until 5 days after treatment begins.

The NSW Foundation Style (graphic overview)

THE SMALL LETTERS
 u y v w a d d (optional) g q c e o
 f j s n r m h k b p l t i x z

THE CAPITAL LETTERS
 U C G O Q J S
 B P R D I L E F H T
 (optional)
 A V W M N
 K Y X Z

THE NUMERALS
 0 1 2 3 4 5 6 7 8 9

abcdefghijklmnopqrstuvwxyz

The quick brown fox
 jumps over the lazy dog.