



# Jindera Public School

At Jindera Public School, we strive to provide an environment which is safe, supportive and inclusive for all. Innovation and forward thinking drive our approach to empowering our students with purposeful learning. Our positive attitudes and respect for each other in all aspects of our school and wider community experiences ensures a culture of collaboration.

We believe every person is capable of learning and that when individuals know better, they do better. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Our whole school values of Respect, Resilience, Relationships and Responsibility are the foundation of our school and community wellbeing systems, expectations and practices. These values allow our school community to support our students to become increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.



# Introduction

Dear Parents,

As Principal of Jindera Public School, I would like to welcome you, your child and family to the school. This booklet has been produced to help your family to become familiar with how our school operates.

As soon as you enter Jindera Public School, you are welcomed by our beautiful country setting and environmental areas, constructed in partnership with our community. Our classrooms are designed for delivering quality learning to our students by our dedicated and quality staff.

We are committed to ensuring that we create the best teaching and learning environment possible for your child or children. We employ evidence based practices to improve student progress academically, socially, and emotionally.

Built in 1992 Jindera has collaborative classrooms and learning spaces, library, technology, administration and playground sports areas. This, combined with a very professional, caring and close knit staff, enables us to provide the very best for our students.

We encourage and actively provide formal and informal opportunities for parents/caregivers and community members to develop a strong relationship with us to help provide the best learning we can. Please contact the school at any time if you have any questions or concerns.

The exciting educational journey your child is starting at our school is one we hope you'll enjoy sharing with us.

**Our current strategic directions, driven by evidence and research based practices, include:**

***Purposeful Learning*** through lesson clarity, effective assessment as learning practices and use of technology in data analysis.

***Culture of Learning*** through a reflective and collaborative teaching ethos, a range wellbeing initiatives, and strong parental and school community relationships based on inclusion and high expectations.

***Teaching for Impact*** through development and delivery of a spiralled curriculum, consistent effective assessment of and for practices and the establishment and embedding of Positive Behaviour for Learning across the school and wider community.

Welcome to our Jindera family, where we deliver a contemporary quality education with that country feel!

**Emma Andrews  
Principal.**



## School Information

### Address

Jindera Public School  
Dight Street, Jindera 2642  
Telephone: (02) 6026 3280  
Fax: (02) 6026 3642  
Email: jindera-p.school@det.nsw.edu.au  
www.jindera-p.schools.nsw.edu.au

### School Development Days

School development days are used by schools to improve the skills of our teachers, school leaders and school administrative support staff. **Students do not attend on these days.**

Purpose of school development days

They improve the learning outcomes of students by:

- providing targeted professional learning activities aligned to school strategic directions and Department of Education priorities
- enabling whole school planning and enhancing teacher quality, school leadership and management practices
- implementing legislative and policy requirements.

The dates are determined by the Department's Secretary and are **scheduled to occur at the commencement of Terms 1, 2 and 3 and the final two days of the school year.** If the school wishes to vary the date of a school development day, this will be done in consultation with the community and advisement of the school's Director of Educational Leadership.

### School Hours

Supervision of students begins at 8.55am when teachers are officially required to be on duty. No students are expected to be at school prior to 8.55am unless enrolled at and attending Out of Hours School Care.

Bell times are:

- **9.25am-11.25am**  
Morning session
- **11.25am to 11.40am**  
First half Lunch
- **11.40am to 12:10pm**  
Second half of lunch
- **1:55pm to 2:25pm**  
Recess
- 
- **2.25pm-3.25pm**  
Home bell

Bus students are supervised until buses have departed. Those students who are not bus travellers should not be in the school grounds before 8.55am or after 3.35pm.

### Staffing

Staffing alters from time to time, depending on the overall student enrolment at the school, in any one year, and is also affected by staff leave, secondment or promotion.

### Executive Staff 2020

- **Principal** - Mrs Emma Andrews
- **Assistant Principal** - Mr Des Knight
- **Assistant Principal**—Ms Michelle Parker
- **Assistant Principal (acting)**  
Mr Liam Clayton

### Teaching Staff 2020

- Ms Michelle Parker
- Mrs Marita Christensen
- Mrs Renee Foran
- Mrs Jo East
- Miss Laura Hueske
- Ms Shannon Blair
- Mr Heath Quinn
- Ms Leanne Anderson
- Mr Liam Clayton

### School Administrative Staff

- **School Administrative Manager**  
Mrs Jenny Groch
- **School Administrative Officer**  
Mrs Shelley Callanan

### School Psychologist

- Mr Marco Dodds

### Student Wellbeing Officer

- Ms Edwina Willet

### School Learning Support Officers

- Mrs Wendy Habermann
- Mrs Bev Kernaghan
- Ms Tracey McLachlan
- Mr Tania Carabott
- Mrs Marg Butler
- Ms Annie Edwards
- Mrs Jo Hutchins

### General Assistant

- Mr Neville Brand





# School Information

## **School Motto**

*'Persevere With Sincerity'*

## **School Colours**

Maroon and Gold

## **School Sports Houses**

Kangas and Emus

## **School voluntary contributions**

There are no compulsory fees or charges in New South Wales government schools for students to meet the minimum curriculum requirements. The principal, in consultation with the school community, determines the level of voluntary school contributions requested each year. In addition to voluntary contributions, schools are able to seek subject specific contributions from parents if students elect to undertake programs over and above the minimum requirements of the curriculum. We ask that parents contribute \$50 per student to support the purchase of consumable supplies for teaching and learning across all areas.

## **Uniforms**

Jindera Public School supports the wearing of school uniform which promotes a sense of belonging for students and creates a positive identity for the school community. School uniforms also contribute to the personal safety of students by allowing easier recognition of students inside the school and in the community.

Parents and carers are expected to provide their child/children with a school uniform that meets the schools' uniform requirements and raise any concerns with the principal.

Our P&C run a fabulous new and second hand clothing store from the school. Should you require a payment plan or financial support, please don't hesitate to contact the school. Please refer to our P&C's comprehensive brochure for our uniform requirements.

Students are expected to wear school uniform. We understand that sometimes life can get busy and ask that parents and carers let us know the reason why a student may be out of uniform. Please be aware that students who are out of uniform may be provided with second hand clothing to wear on a day to day basis.

Parents/Caregivers will be contacted by staff if a student repeatedly does not wear appropriate uniform and there has been no communication or reasons given for this to the school. The school will remind people of the financial support and payment plans that are available.

The Principal may consider making exemptions for not wearing a uniform, if considered appropriate after discussions with parents or carers.

## **Year 6 Graduation Shirt**

Our Year 6 students have the opportunity to order and purchase a top chosen by their class to wear for their final year at Jindera Public. These are organised and ordered in first term of the new school year.



## **School History**

Jindera Public was first established on the old Urana Road site in 1876. In 1992 the school was moved to our current Dight Street site. It was officially opened November 14th, 1992, with 174 students in seven grades.

The school is established on (7 acres) of land with a rural outlook. The spacious grounds are complemented by first class outdoor facilities including;

- fully covered playground equipment erected in 2003/2004;
- two large hard court areas for basketball, netball and physical fitness activities;
- easy and safe access to the adjacent Jindera Sports Oval for football, netball, cricket, soccer, tennis; and
- easy and safe access to the Jindera Swimming Pool

Jindera Public School has excellent educational facilities. The well-appointed classrooms are designed for optimum teaching and learning conditions and include wet areas and withdrawal spaces that cater for a range of activities and small group work. All classrooms are air conditioned thanks to the hard work of the Jindera P&C. All classrooms operate interactive whiteboards with more to come in the future.

Three major projects were completed in 2008 at a cost of \$200,000 including a building extension to the library floor space of 40 square metres and the conversion of an existing audio visual room to an Information Technology Centre. In addition the school applied for and received a \$50,000 community water grant to harvest and recycle rain water.

The additional library space has allowed us to expand an already excellent collection as well as provide increased space for teaching and learning activities by students, staff and parents. The library is used for a variety of meetings and is a truly valuable and multifunctional space for learning.

In 2010, the School received a new double classroom, learning support space and storage under the Federal Government initiative—Building the Education Revolution.

7 of our 8 classes are now accommodated in permanent buildings. The school also had a canteen upgrade and covered eating areas, including a new COLA over the netball court, affectionately referred to as “the hangar”.





# Kindergarten

## **Kindergarten Orientation and Transition Program**

Each year the school plans and prepares for the following year's intake of Kindergarten students. The aim of our Kindergarten Orientation and Transition Program is to help both parents and students to make that very important big step from home to school as positive and successful as possible.

As a team, teachers and parents working together can make an enormous difference to the way in which the children view coming to school and coping with the demands of school routines when they get there. Starting school is a big step in the lives of five year olds and their families. The two questions parents most often ask are:

- *Is my child ready for school?*
- *If ready, how can we help them to make a successful transition?*

The school is here to offer advice and help you think through both questions carefully. Parents of children born from February through to July in particular are asked to discuss their child's readiness with the Principal.

The new enrolments are teamed with buddies from our senior classes. This ensures a familiar face at the start of the school year.

*The school offers an excellent transition program that begins in Term 3 with the Jindera Juniors program. This is supported by information sessions for parents held throughout the year where we give you all you need to know about preparing your child, family and yourself for the start of school, the school itself, uniform requirements and the enrolment process is explained. A formal Kindergarten Orientation program follows in Term 4 with five Mondays at school until lunch time.*

## **The First Year At School**

Kindergarten is a very special year for children, their parents and the school. For the first time children are asked and expected to spend significant periods of time each day away from the security of their own family, to learn to become part of a much bigger 'family' at school.

Parents of Kindergarten students are asked and expected to share the care and education of their children with other adults on a permanent basis. This transition requires adjustments to be made by everybody involved.

To help that process of adjustment it is important that communication between home and school be kept open. The school encourages such contact and will provide many opportunities for parents to participate in the 'school life' of their children. We particularly welcome our 'new parents' and hope the information supplied in this booklet will be useful to you.



## **Equipment Needed**

Your child will need the following equipment for school. Each individual classroom teacher may ask for additional items to be provided during the year:

- a suitable school bag with your child's name clearly marked
- a suitable lunch box and drink container, again with name clearly marked on the lid as well as container and one that your child can open and close themselves.
- A paint smock

We also suggest that you pack your child's play lunch and main lunch separately. This avoids confusion and assists with learning school routines.

We are working hard to reduce waste and ask that you minimise the use of plastic bags and wrapping when packing lunches.

## **Parental Involvement**

### **Parents as Partners**

The Department of Education and Communities encourages parents, students and staff to feel their local school belongs to them. You are a valued member of our school community and your ideas, opinions and contributions are very welcome.

Jindera Public School is a school that has a reputation for promoting strong parental involvement and will continue to do so across all areas.

Parents are the first and most influential educators of children. Our school will build on the educational start parents have already given their children. We can do it all the more effectively if parents continue to take an active role in the partnership process.

Parents will find that the school will offer many opportunities for participation in their children education and opportunities to continue your own education.



### **Participating in Your Child's School Education**

The first, and probably the most important, person you need to get to know is your child's teacher. Class teachers actively encourage parents to participate in a range of activities both in and outside the classroom.

The contribution parents can make in supporting their children's learning is unlimited. Some parents, however, lack the confidence in attempting to help their children because of what they see are tremendous changes to the way in which they were taught at school.

To help parents learn more about what is taught and how it is taught, the school will run programs for parents so that they can better help their children with reading, mathematics and other curriculum areas. Please take advantage of these programs.

The school also keeps close contact with parents in terms of reporting on student progress. Parents can contact their child's teacher at any time to discuss academic progress.





### Parent Bodies

The P & C Association at Jindera Public School has a very active history.

P & C meetings are a very good opportunity to gain first hand knowledge of what is happening in the school and to contribute ideas that can improve what we as a school community have to offer our students.

**Our P & C meetings are held on the first Monday of each month. All parents are very welcome and are encouraged to attend.**

The P & C has also had an active role in raising much needed funds for educational resources additional to those supplied by the Department of Education.

The school has benefited enormously from the work of the P&C over the years and particularly with major projects. The P&C Association oversees the operations of all the other parent ventures in the school.



### The Canteen

The Jindera Public School canteen is operated by a sub-committee of the P & C Association and is run on a voluntary basis. **The canteen currently operates on Friday for lunch orders and over the counter sales. A service for lunch orders is provided by the Jindera Bakery on Mondays. Orders must be placed in the box in the office area before school on Monday mornings. Lunch orders are filled and returned to school by lunchtime.**

The canteen provides a valuable service to all our families. As it is run on a voluntary basis, the canteen can only operate with strong parent support.

**Parents can choose which days they wish to assist, on average rostered parents work only one or two days per term.**

Each new school year we need new parents to replace those families leaving for the school to maintain this much used service.

Parents who do assist at the canteen tell us that their children love to see them there and it is also a way of meeting new friends and feeling part of the school community.



### Uniform Shop

This is operated by the P&C as a fundraiser and service to families. Good quality, second hand items are donated and then re-sold to families. New clothing is also available including polo shirts, hats, jackets and track pants.



## Student Welfare

Student Welfare is everything a school does to create the best environment for student learning. It includes effective teaching and learning, developing a positive climate, good discipline and strong community participation. The school has developed an information booklet outlining these policies and practices. This is available to all parents in the school community.

### Positive Behaviour for Learning

By developing and implementing the Positive Behaviour for Learning whole school system, the school seeks to create a safer and more effective teaching and learning environment.

Each student's right to learn and each teacher's right to teach without unnecessary disruptions is protected by an effective whole school approach to the management of positive behaviour. Students can choose between courses of action and types of behaviour that are acceptable or not acceptable. When students make positive contributions they are acknowledged, either in the classroom or at school assemblies.

The school is currently reviewing our merit systems in line with Positive Behaviour for Learning practices.



### The Student Council

The Student Council plays an extremely important role in helping to achieve the student welfare aims of our school. Through participation in a democratically elected student body, all students have the opportunity to contribute to the life of the school. The Student Council is a means by which students can achieve a real sense of ownership and pride in their school.

Each class from Kindergarten to Year 6 elects three councillors to be on the Council. In addition, four school leaders and four house captains are elected at the end of the preceding year by the student body. These students form the Student Council executive who take on a leadership role in running meetings for the entire year. Student Council activities include:

- holding regular Student Council meetings to discuss ways to improve the school
- attending student leadership programs
- reporting to school assemblies
- meeting, greeting and thanking visitors
- representing the school within the community
- organising student functions, eg socials, charity fundraisers and competitions etc.

### PBL Awards

Staff are always looking out for students to receive a "PBL Award". These acknowledgements are given for demonstrating our PBL values and expectations throughout the school.

### Peer Support Lessons

The whole school participates in Peer Support for 30 minutes each fortnight where students learning about Positive Behaviour for Learning. Two Year 6 leaders facilitate a small group of 8-10 students from Kindergarten to Year 5, who work together through a number of structured activities. The Peer Support Program provides a fun and engaging environment for young people to address issues such as bullying, relationships and self image. Modules are designed to pre-teach expected behaviours, equip young people with skills to deal proactively with life experiences, develop a sense of self worth and belonging, and to encourage taking responsibility for decisions and actions.



# The Curriculum

## **New South Wales Education Standards Authority (NESA)**

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

## **The NSW curriculum includes the Key Learning Areas:**

English  
Mathematics  
Science (incorporating Technology)  
HSIE - History and Geography  
Languages  
Creative Arts  
Personal Development Health and Physical Education (PDHPE)

## **Syllabuses identify:**

The knowledge, understanding, skills, values and attitudes students are expected to develop at each stage.

Learning Outcomes and content that describe what students are expected to know and do.

Cross-curriculum priorities, general capabilities and other important learning for all students.

## **Stages of learning**

Kindergarten to Year 6 (K–6) includes four stages of learning.

- Early Stage 1–Kindergarten
- Stage 1–Year 1 and Year 2
- Stage 2–Year 3 and Year 4
- Stage 3–Year 5 and Year 6

**The NSW K–6 syllabuses have been designed to be taught within NESA's recommended percentages for each Key Learning Area in a typical school week.**

## **Literacy & Numeracy Programs**

The development and consolidation of literacy and mathematical concepts begins with each student taking part in a variety of assessment activities. After assessment the children are grouped according to their level of understanding and taught at their point of need.

Teaching and learning is driven by our curriculum and authentic assessment. Teachers may use a variety of support materials, a text book or computer program, etc. Jindera Public School has a history of its students achieving above average results on a state wide basis in both literacy and numeracy.

This is due in large part to the quality of the school's curriculum delivery, teacher and parents and student commitment to improving their learning in these areas.



## **Book Club – Home Reading**

Students have access to the school's home reading materials. The purpose of these carefully graded books is to support students in their efforts to learn to read through the beginning, early and fluent stages of reading development.

It is a wonderful opportunity for parents to become involved in this very rewarding experience. Each child will have a book to record what books are read and there will be space for parental comment. The scheme is designed to cater for all children at their individual level and is separate to, but works in with the normal classroom reading program and library borrowing.



## **Technology Programs**

Technology, like literacy and numeracy, is very much considered as a basic skill in the world in which we live. Students need to have both the understanding and skills in the use of technology if they are going to take full advantage of future learning and working opportunities.

We now have over 100 laptops in the school, with wireless network access in all classrooms, improving the children's ability to access modern technology which supports our teaching and learning programs.

**This school has made a strong commitment to incorporating the use of technology** by students, teachers and staff into their daily work. This commitment has resulted in:

- the implementation of a variety of software programs which have enhanced the reading, writing and technology learning outcomes of students;
- all students having access to a standardised suite of software including word processing, internet and multimedia packages and email usage;
- students' data collection, analysis, organisation and presentation skills being enhanced due to access to a variety of educational websites.

The school is continually building on our capacity to deliver current and up to date technology learning throughout our school.



## **Student Assessment and Reporting**

Towards the end of Term 1, parent teacher interviews are conducted. These are designed to encourage sharing of information about your child's transition to the new academic year and other information that may impact on your child's achievement throughout the year.

Formal written reports are issued towards the end of Term 2 and Term 4. Interviews may be requested at this time also.

The formal reports sent home by teachers at the end of each semester indicate teacher professional judgement on the degree to which each student has met syllabus learning outcomes.

Parents can always arrange an interview with their child's teacher **at any time of the year to discuss student progress**, especially if difficulties arise either at school or at home.

We use a variety of assessment for learning. This allows teachers to accurately pinpoint the learning needs of students and track their achievement of progress over time.



## **Parent Curriculum Programs**

The contribution parents can make in supporting their children's learning is unlimited.

However sometimes parents lack the confidence in attempting to help their children because of what they see are tremendous changes to the way in which they were taught at school.

To help parents learn more about what is taught and how it is taught, the school runs curriculum programs each year. Some typical programs include:

- Learning to Read and Write
- Mathematics for Infants and Primary
- The National Assessment Program
- Assessment and Reporting
- Introducing new syllabus e.g. Mathematics, Science & Technology.

Parents are actively encouraged to attend these presentations. Please take advantage of what is on offer.



## **Special Programs**

### **Sport and Fitness**

The fitness program has been established following Australian research statistics that show children need regular daily fitness activities if they are to function at their best during the school day.

The sports program is tailored to meet the needs of all the students from Kindergarten to Year 6.

Our Jindera Inter-School Sports initiative incorporates a range of popular sports that also enable regular sporting contacts with the other local schools.

As well as team games, successful competitors at our school's Athletic, Swimming and Cross Country carnivals participate in District PSSA carnivals which can lead to regional and state representation for some students.



## **Carnivals**

Swimming is held early Term 1 for years 3-6 students and Year 2 students turning 8 that year at the Jindera Pool.

Athletics is held later in Term 1 years 3-6 students and Year 2 students turning 8 that year at Alexandra Park—Albury. We run a Sports Day here at the school for our younger students.

Cross Country is held at school in Terms 1 or 2. Students have the opportunity to represent our school at the next level at the Southern Riverina and District Carnivals.

Please come along and support your children at these carnivals if possible. They love to see you there. The school always needs parent helpers at



## **Music**

The children become familiar with the concepts of music through early experiences in singing, dancing and playing percussion instruments then progress to learning basic music theory as they read, write and perform in recorder groups, percussion ensembles and choral groups.

Appreciation of a variety of styles and cultures is encouraged and there are opportunities to perform in class, at school events and talent quests. We also are fortunate to have regular visiting performers from the Murray Conservatorium of Music.



## **Excursions**

Local and major excursions are held during the year as part of the schools extra-curricula activities.

In recent years the school has taken our senior students to Ballarat, Melbourne, Broken Bay, Echuca and Canberra. Experiences include gold mining, history, government, mint, museums and astronomy.

All classes from time to time take one day excursions, usually in our local area, as an extension of classroom work. On these excursions parents are often invited to attend to share in the children's educational activities.



## **Special Days**

Our school is involved in many special days throughout the year in which parents are asked to participate in some way e.g. NAIDOC Day and Grandparents' Day.



### **Transition to High School**

Jindera Public School has developed a successful orientation program in conjunction with Murray High School in preparing our senior students for their secondary education. Murray High School works closely with its partner schools which include:- Jindera, Lavington, Springdale Heights, Burrumbuttock and Lavington East Public Schools.

The purpose of the program on offer is to provide the very best transition experience for opportunities to meet other Year 6 students who will attend Murray High and to help students familiarise themselves with the layout of the High School and its rich offering of curriculum.

### **Program include:-**

#### **Murray High Orientation Day**

In Term 4 students spend a day at Murray High School to familiarise them officially with the school. The Orientation Day held in November is for a whole day.

This day is designed to give students a taste of high school life—allowing Year 6 students the opportunity to move around the school, meet the Principal and teachers, and participate in a few activities run by the high school. Parents also attend to receive the necessary information regarding the enrolment processes and subject choice. Some students may require some additional support when heading to high school. Please do not hesitate to ask for help or advice should you require it.





# School Routines

## Enrolment Procedures

Children who attain the age of five years prior to 31 July may be enrolled at the beginning of that school year. Enrolment forms are available from the office. Children turning 6 must be enrolled at school the year they turn 6.

A birth certificate needs to be sighted as proof of age. **Proof of immunisation is now compulsory and must also be presented. Parents are also required to provide 100 points of identification to confirm their address.**

If your child is eligible but you are uncertain as to whether to enrol him or her for the following year, please feel free to make an appointment to discuss any matters of concern to you. The school will be able to offer you advice which will help you in reaching a decision.

## School Zones

Jindera Public School currently has a relatively small enrolment 170 students in 8 classes, compared to other schools in the area. This, combined with our wonderful facilities creates, we believe, a decided advantage to all our students and their families.

All public schools are bound by the Department of Education Student Enrolment Policy guidelines.

## Jindera Public School's Zone

The Jindera Public School was established to serve the population of the township of Jindera and its surrounding area.

## Within Zone Guidelines

All students living within our school zone have a guaranteed placement at Jindera Public School.

## Out of Zone Guidelines

NSW public schools have defined local enrolment areas. These areas are determined by the Department of Education. Each school is required to ensure that there are

enough places available in the school to support local students seeking enrolment.

Schools may accept enrolments from outside their designated area if places are available. Such applications are subject to selection criteria and department policies. If the demand for local enrolment exceeds the number of places available, out-of-area enrolments will not be available.

Parents living outside the school zone who wish to enrol their children are asked to make an appointment to see the Principal. Non-local enrolments will be assessed by a Placement Panel, consisting of an executive staff member, a teacher representative and a parent representative nominated by the P&C.

## Family Law Matters

Changes to the Family Law Act, 1975, which came into effect in June 1996, mean that the former terms of custody, guardianship and access have been replaced with the legal concept of parental responsibility.

In such situations each parent retains a full range of parental responsibilities and rights, even where parents are separated or divorced, unless otherwise determined by a court order. Where special conditions exist, the school does need evidence of a Court registered Parent Plan.

**In the absence of such a registered plan each parent has equal rights in respect of their children.**



## **Student Absences**

Changes to the Child Protection Act now mean that parents must ensure that children of school age attend school every day that instruction is offered, unless the child is sick. The school is regularly audited for student attendance and must be actively involved in ensuring that student attendance is satisfactory. Once children commence their schooling **it is compulsory** that they attend unless parents have been authorised to provide a home-schooling program.

A written explanation for each occasion where students are unable to attend is a legal requirement. Where an absence is likely to exceed three days the school should be advised in advance. Please do not send children to school when they are sick, so that infections can be minimised. Where parents are having difficulties in getting their children to school, help can be provided by the Home School Liaison Officer.

A book of blank absence notes is sent out at the beginning of the year. Additional books are available from the front office. The school will follow up absences with phone calls and notes but, as this is a legal requirement, we ask that parents/carers support school attendance initiatives.

## **Leaving the School Grounds**

Parents collecting children during school hours **must call in at the office** before taking the child and sign the register. Students must not leave the school grounds during lunch time unless covered by a note to be shown to the Principal. Students must report to the office on return to school.

## **Money Collection**

It is requested that any money sent along to school be enclosed in one of our especially printed money envelopes with the child's name and the amount indicated. This is to be placed in the "Boomerang Blue" box in the front office at the beginning of the school day. For large amounts, individual receipts are issued to parents.

## **Lost Property**

We need parental cooperation to ensure that all items of clothing are **clearly labelled** with permanent texta. Enquiries should be made at the office initially when looking for lost clothing.

## **Homework**

Homework for students from Kindergarten to Year 2 will be largely informal. The experiences

given will be a natural follow on from the daily lessons and will often include home reading. In Years 3 and 4, homework will become more regular and formal and may take 15-30 minutes on three days a week when set. As our students enter Years 5 and 6 homework will increase and may take the form of additional practice in the basic skills areas and will increasingly include assignments for which they will be responsible for collecting, organising and presenting information themselves. Time allocation for homework on average for four days a week may be about 30-40 minutes.

## **Presentation Day**

The Annual Presentation is held in the final two weeks of each school year. This is a formal occasion for the celebration of student achievements and our achievements as a school community during the year. The Principal's Address is presented to the school community by the Principal and our students are presented with various awards achieved over the year. Students are also involved in performances.



## **Assemblies**

Assemblies are fortnightly on Friday mornings at 10.45am.





# School Services

## **Disability Support**

In any one school there will be students who may experience difficulties with learning. These difficulties may vary in cause, nature, intensity and duration. Learning difficulties may arise at any time throughout a student's school life. Students may experience difficulties in learning because of the ways in which they learn or the rates at which they learn.

Students experiencing difficulties in learning will have differing levels of educational need, which may require the provision of one or more educational support services over varying periods of time.

Our dedicated and caring staff will work diligently with students and their families to meet the specific learning needs of students with difficulties in basic areas of learning.

The school learning and support team plays a key role in ensuring that the specific learning needs of students experiencing difficulties in learning are met. Students diagnosed with a disability may be eligible to be supported with 'Intergration Funding', which is assessed on an individual basis to access additional funding to support their learning needs beyond that which the school already provides. This funding may cover the cost of additional learning support, specific resources, additional teacher planning time, specialist consultation and training specific to the needs of the student.

## **Speech Pathologist /Occupational Therapist**

Students are often assessed informally by their teachers as they go about their school tasks. Sometimes it is evident from past experience that individual students are finding some tasks particularly difficult to manage compared with other students.

This may lead to the teacher asking parents to have their children assessed by either a Speech Pathologist or Occupational Therapist, as appropriate. These professionals work in the hospital system but also work very closely with the schools. All reports on children are sent to parents as well as the school so problems can be addressed early.

Casper our School therapy dog.



## **School Photographs**

Photographs are arranged annually for class, family and individual portraits. While all children are asked to participate in having a class photo taken, parents are under no obligation to purchase.

## **Medical Register**

A medical register is kept by the school of all children suffering from such things as asthma or allergies. This is a necessary precaution in case of any emergency situation arising. At the start of each school year parents are asked to update any relevant medical and contact information for the school.

## **Administering Medicines**

Many medications are now available in a form which minimises or eliminates the need to provide students with medicine during the school day. However if medications **must** be given at school, they **MUST** be prescribed by a doctor. This can be arranged as long as parents complete a Departmental indemnity form and supply the medication in the original packaging, clearly labelled with the student's name and dose. Please enquire at the office.

## **Learning Support Team**

The School's Learning Support Team is comprised of staff who meet regularly to monitor student needs. Students who require additional support within the learning environment and those who may require adjustments to their learning requirements are monitored as part of the role of the Learning Support Team. This team is responsible for collating data and preparing submissions for integration funding support.

The Learning Support team can access the support of a professional School Psychologist or Student Support Wellbeing Officer where required, or refer parents and students to other specialised staff and outside agencies.



### **School Stream App**

Our school is committed to sustainable practices and use the School Stream App as our primary form of communication with our school community.

Our School Stream App ensures parents and the community are kept well informed of the school's activities and coming events. It is one very important way that the school can actively promote improved communication between home and school.

The App also makes returning notes and absences information easy.

The day to day life of the school is often depicted in the app with high quality digital photography, videos, student awards and work, as well as whole school program information. A great way to stay up to date.

### **Special Religious Education (SRE)**

Half hour scripture lessons are conducted by local clergy and lay people each Thursday afternoon. Student attendance is not compulsory, but the school requires written parental consent for students not to attend Special Religious Education.

### **Car Park**

For safety reasons please use the front gate and keep the car park for staff parking only. Parents are to park outside the school grounds for safety reasons.

### **Bus Travel**

All K-2 children are eligible for free travel. Primary students who live more than **1.6 kms** from the school, as measured on a radius from the centre of the school site, are also eligible for free travel.

All students who elect to use a school bus service must complete an application form online.

**It is the responsibility of parents to find out and contact the bus operator to arrange bus travel for their children.**

The bus companies providing transport for our students are:

DJ & SJ Salzke—Spurr Buses  
Phone: 60403001  
Mobile: 0428245602

Martins Buses  
Fallon St, North Albury  
Phone: 60404400

Sharps Bus Service  
Phone: 0418 239 848

