Wirreanda Public School

Excellence and opportunity in an innovative and caring environment

Parent Information Handbook 2013
Wirreanda Public School Handbook 2013

Page
CONTENTS

Section 1 – Overview
1.1 School Details
1.2 Welcome message to Parents
1.3 A brief history of our school
1.4 Our School Environment
1.5 School Profile
1.6 School Values

Section 2 – School Information
2.1 Enrolment Policy
2.2 Non-Local Enrolments
2.3 School Hours
2.4 School Supervision
2.5 School Routines
2.6 Late arrivals/Early departures
2.7 School Colours
2.8 School Uniform
2.9 The School Song
2.10 School Houses
2.11 School Assemblies
2.12 School Canteen
2.13 School Library
2.14 School Evacuation
2.15 The Wirreanda Whisper
2.16 Basic Equipment Requirements
2.17 School Office
2.18 Money Collections and Receipts
2.19 Bike and Bus Travel
2.20 Mobile Phones
2.21 Providing Transport

Section 3 – Educational Programs
3.1 Educational Organisation
3.2 The School Curriculum
3.3 COGS or integrated units
3.4 Extra Curricula Opportunities
3.5 Technology Education
3.6 RFF Programs
3.7 Assessment and Reporting of Student Progress
3.8 Homework
3.9 Student Leadership
3.10 The Wirreanda School Band
3.11 Excursions and Visiting Performances
3.12 School Contributions
3.13 School Scripture

Section 4 – Student Welfare
4.1 Discipline Policy
4.2 Student Recognition
4.3 Child Protection Program
4.4 Sun Safe Policy
4.5 School Counsellor
4.6 Legal Issues
4.7 Accidents at School
4.8 Asthma Medication
4.9 Allergies, disabilities, special medical conditions
4.10 Administering prescribed medications at school
4.11 Immunisation
4.12 Head Lice
4.13 Infectious Diseases
4.14 Attendance information for parents

Section 5 – Parent Involvement
5.1 The P & C Association
5.2 The Canteen Committee
5.3 Parent Partnerships in the School
5.4 Working with Children at home

Section 6 Directory of Resources
Wirreanda Public School

Address  Brocklesby Road, Medowie, N.S.W. 2318
Telephone  (02) 4982 8893
Fax  (02) 4982 8097

Web site  www.wirreanda-p.schools.nsw.edu.au
Email  wirreanda-p.school@det.nsw.edu.au
Facebook  http://www.facebook.com/pages/Wirreanda-Public-School/28873067851739

---

PRINCIPAL  Ms. Philippa Young
DEPUTY PRINCIPAL  Mrs. Sue Wilson
ASSISTANT PRINCIPALS  Mrs. Katie Hamshaw
                        Ms. Kristen Stone
                        Mr. John Gallagher
                        Mrs. K. Colley (rel)

For appointments telephone:
SCHOOL ADMINISTRATION MANAGER  Mrs. Glenda Armer
SCHOOL ADMINISTRATION OFFICERS  Mrs. Barbara Inglis
                                    Mrs. Karen Moule
                                    Mr. Steven Lawless

---

DIRECTOR OF SCHOOLS  Mr. Bryan Campbell
Level 1, 2 Caroline Place MAITLAND  2320
Telephone  (02) 4931 3500
Fax  (02) 4931 3599
SECTION 1 SCHOOL OVERVIEW

1.1 WELCOME MESSAGE TO PARENTS

Welcome to Wirreanda Public School! We look forward to a pleasant and harmonious relationship with you so that in partnership we are able to provide a happy learning environment where children feel safe and secure and work toward reaching their emotional, social, physical and academic potential.

The information presented in this handbook is designed to provide you with information and answer common questions about the procedures, rules and programs of our school. If you are able to become familiar with its contents and consult it as the need arises, you should find it a handy reference during your child’s schooling.

You will find that changing circumstances will require alterations to be made to this document from time to time. If you can make these alterations when they are announced through the school newsletter, you will be sure that the Handbook is always up to date and so will remain useful.

If you feel there are gaps in the Handbook, please let us know so we can continually develop it. Your suggestions may help to improve the quality of information it provides and, so to be of greater benefit to all concerned.

The school commends the concept of “co-operative education” to all parents. If parents and teachers work together and communicate positively by sharing ideas and concerns, it is certain that children will also develop positive attitudes towards school and learning. The outcome of such co-operation, will be for children to approach their work and play with greater purpose because they know they will be pleasing their parents as well as their teachers.

As parents, you are always welcome to visit the school and participate in all of the school’s activities. Please feel free to approach members of the staff as you feel the need. We cannot succeed as parents or teachers unless there is co-operation and purposeful communication. Appointments to speak with staff can be made by phoning the school or calling at the school office. This enables a mutually convenient time to be arranged.

1.2 A BRIEF HISTORY OF OUR SCHOOL

Children first occupied Wirreanda School on the 31st January 1985. During the year leading up to this date, planning and decision-sharing was undertaken by many parents and members of the staff to ensure a smooth start to Wirreanda’s life. Decisions relating to such matters as school uniforms, zoning, the budgets for expenditure of establishment funds and the selection of various forms of equipment were made jointly. This approach has been typical of the community and staff support, which is evident in the school.

The name “WIRREANDA” was suggested by Coral Hutchison, the first Assistant Principal (Infants) of the school. Its simple translation from an aboriginal name is, “Place where wallabies live under tall trees”. The name is both interesting and appropriate.

The school’s motto is “GROWING IN HARMONY” and was put forward by Mrs. Marilyn Umlauff, an inaugural Vice-President of the school’s Parents and Citizens Association. Our children know the motto and try to live by its many interpretations. A competition for the design of a school crest attracted many entries. Many interested children and adults submitted designs of our school crest. The final design was accepted in November 1984. The unusual shape of both the badge and the gum tree are the work of Mr. Barry Stonestreet.

The crest reflects the meaning of “WIRREANDA” and includes wallabies and trees.
1.3 OUR SCHOOL ENVIRONMENT

Wirreanda School is pleasantly located on a sloping site in a bushland setting. The buildings are distinctively clustered towards the north-eastern corner of a large block, which has been selectively cleared but still retains an abundance of various eucalyptus around the lawns and play areas.

Koalas are sometimes seen within the school grounds but more frequent visits are made by kangaroos and wallabies, which can occasionally be seen grazing on the school lawns at sunrise and sunset. Galahs, Eastern Rosellas, Green Grass Parrots, Yellow-vented Black Cockatoos and King Parrots are also frequent visitors.

The school buildings are clustered around Covered Outdoor Learning Areas (COLA/NOLA), which keeps all rooms within easy access of the library, audio-visual room, canteen and the hall.

Each permanent classroom has an Interactive White Board and access to computers. Each room is carpeted, has its own storage and withdrawal facilities and opens onto a vinyl-floored practical area that is used for art-craft activities.

The focal points within the playground are a large playing field, a hard surfaced multi-purpose court and two outdoor covered learning areas. In these surroundings, children can play a variety of games and develop a broad range of skills.

The school environment is physically outstanding but has also been enhanced as a result of children and adults working together happily with a common purpose.

1.4 SCHOOL PROFILE

Wirreanda Public School is in the Maitland School Education Area. Wirreanda Public School has over 575 students organised into 23 classes from Kindergarten to Year 6. It has a dedicated teaching staff of experienced teachers with a strong commitment to outcomes based learning through stage based teaching teams and whole school programming, assessment and reporting strategies.

At Wirreanda, children will be given the opportunity to contribute to the best of their ability, to grow and develop to their potential. Wirreanda School emphasises excellence, equity, and the development of a sense of personal worth, mutual respect and responsibility. Our school aims to allow children to “Grow in Harmony”, by offering a safe, ordered environment, which provides care, fair discipline and relevant educational programs.

School priorities focus on literacy, numeracy and technology. A range of academic, sporting, cultural and environmental activities ensures student participation and learning across diverse curriculum activities. There is a positive school culture and a high level of parent and community support for and participation in school activities at Wirreanda Public School.

1.5 OUR VALUES

- WE SHOW RESPECT
- WE KEEP SAFE
- WE STAY ON TASK
- WE TAKE PRIDE IN OURSELVES, OUR SCHOOL AND OUR COMMUNITY
SECTION 2 SCHOOL INFORMATION

2.1 ENROLMENT POLICY

Children who attain the age of 5 years prior to the 1st August (i.e. on or before 31st July) in that year may be enrolled at the appropriate school at the beginning of the school year.

The enrolment of eligible children in the Kindergarten year will commence on the second day of the school year. Enrolments will proceed as quickly as possible, but the Principal may authorise the staggering of enrolments during the first two weeks of the year. At Wirreanda it is our policy to enrol all Kindergarten children after 10.00am on the second school day of the year.

Whilst it is the intention that children be enrolled at the beginning of the school year, (THIS SCHOOL STRONGLY RECOMMENDS IT), parents who choose to enrol after the beginning of the year may do so, but all new Kindergarten enrolments must be finalised by the end of TERM 2. Children who attain the age of five years after 31st July, and eligible children not enrolled by Term 2, must await enrolment at the beginning of the following year.

The Principal will enrol on their arrival at school, students on transfer from other schools and children reaching the statutory school age of six years.

It is essential that the school be informed of all intending Kindergarten enrolments at the beginning of the year, regardless of date of enrolment. This knowledge will ensure that the correct staff are allocated and an appropriate number of classes are formed.

- You will need to complete the following forms as part of the enrolment procedure:-
  - Application for Enrolment
  - Student Check List
  - Consent Form
  - Application for Free Bus Travel (if applicable)

- At the enrolment you must produce proof of age for your child. This could be any of the following documents:–
  - Birth Certificate
  - Passport

You must also produce:

  - Proof of Residential Address
  - Immunisation History Statement

- Enrolment – School Boundaries
  - All houses east of Medowie Road, (Main Road).
  - Excluding Pioneer Ridge Estate.
  - Excluding all houses south of Brocklesby Road accessed by Ford Avenue and in Sylvan Ridge Estate.
  - School Education Directors confer with School Principals about School Boundaries.

Parents residing in a schools’ local area are to consider the school where their children are guaranteed enrolment.

2.2 NON-LOCAL ENROLMENTS

Children not resident within the stated enrolment zone may apply for Non-Local enrolment. As Wirreanda School is located within a growing area, places for Non-Local enrolments are strictly limited, if available at all.

A Placement Panel considers all Non-Local applications. Application must be made on the appropriate form, providing the Placement Panel with as much information as necessary to make a fair determination. The application must meet the stated criteria for non-local enrolment.
In assessing the application of the criteria to individual cases, the panel will consider only those matters presented on the application form and not oral or other submissions. The Placement Panel will record all decisions and minutes of meetings to be available on request by the School Education Directors.

In consideration of the close proximity of Medowie P.S. and Wirreanda P.S., applications for non-local enrolment affecting both schools will be considered by a joint panel. The School Placement Panel will consider applications for non-local enrolment from outside the Medowie area.

The combined Placement Panel will comprise the Principals of both schools, a staff representative from each school and a parent representative from each school.

Criteria for Non-Local Enrolment
Criteria to be considered; (not in priority order)
- Siblings already enrolled at the school
- Medical reasons
- Compassionate circumstances

Appeals
Where a parent wishes to appeal against the decision of the Placement Panel, the appeal should be made in writing to the principal. The Principal will seek to resolve the matter.

If the matter is not resolved at the local level, the School Education Directors will consider the appeal and make a determination. The purpose of the appeal is to determine whether the stated criteria have been applied fairly.

2.3 SCHOOL HOURS
All classes, including Kindergarten, commence in the morning at 9.20am and finish at 3.20pm.

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50 a.m.</td>
<td>Students assemble in COLA. Morning supervision commences</td>
</tr>
<tr>
<td>9.20 a.m.</td>
<td>School Day begins</td>
</tr>
<tr>
<td>11.20 a.m.</td>
<td>Recess</td>
</tr>
<tr>
<td>11.40 a.m.</td>
<td>End of Recess</td>
</tr>
<tr>
<td>1.10 p.m.</td>
<td>Lunch – eating period</td>
</tr>
<tr>
<td>1.20 p.m.</td>
<td>1st half of lunch</td>
</tr>
<tr>
<td>1.42 p.m.</td>
<td>2nd half of lunch</td>
</tr>
<tr>
<td>2.05 p.m.</td>
<td>End of Lunch</td>
</tr>
<tr>
<td>3.20 p.m.</td>
<td>End of lessons</td>
</tr>
</tbody>
</table>

The school playground is not supervised before 8.50am each morning, so please time your child’s arrival accordingly. Children who arrive before 8.50am, because they catch the early bus, are to be seated in the Covered Outdoor Learning Area (COLA) until the 8.50am bell rings. Children must leave the school premises after 3.20pm and proceed home unless some special after-school activity has been arranged.

Kindergarten teachers make certain that their children go home each day in the way you nominate. You will be asked to indicate if your child is to be collected, catches the bus or walks home from school.

If there is to be any change in these arrangements, even for one day, please send in a note or contact the teacher personally. Unless this is done, teachers will not be able to act in the best interests of each child.
2.4 SCHOOL SUPERVISION

Teachers supervise the playground during acknowledged playing times and during the lunch session when children are expected to eat their lunch in the classroom before playing.

Although teachers on duty do their best to ensure that children play safely, there is no real guarantee that accidents will not occur from time to time. Many accidents can be avoided if children obey rules, but often accidents can be natural consequences of the games that children play. These should be regarded as part of growing up and sporting involvement.

If you do not want your child to play certain games, or use certain equipment, you should impress this on your child as well as notifying the school in writing. The P & C Association contributes to the Ambulance Fund but your child is not covered against accident expenses at school, unless you arrange for private insurance coverage.

2.5 SCHOOL Routines

ON THE WAY TO SCHOOL
- Children come straight to school.
- Children will behave in a sensible and courteous manner.
- Children will walk their bikes along the laneway adjacent to the school and along paths to the bike racks.

MORNING
Parents are requested to ensure students do not arrive at school before 8.50am when teacher supervision commences.

Prior to 8.50am:
- Sit in the COLA until supervision commences
- Walk bikes and scooters to the bike racks

8.50am – 9.20am
- Children will:
  - Place their bags in the appropriate area
  - Play either in the COLA or Top Field (K-2)
  - Play under the NOLA or basket ball court (3-6)

RECESS 11.20am to 11.40am
- This period is for the purpose of using the toilet facilities and having something to eat.
- The play areas to be used are the NOLA, COLA and K-2 Field
- Free play will be allowed.
- The bell to finish recess will ring at 11.40am. Primary children will assemble in the NOLA, Infants in the COLA under the supervision of the teachers on playground duty until class teachers arrive.

LUNCH - 1.10 to 1.20pm
- Class Teachers will supervise their own class in either classroom or areas adjacent to the classroom.
- Lunches ordered at the School Canteen will be collected by monitors and distributed by the Class Teacher.
- Children should be seated for lunch and behave in a quiet and orderly manner.
- Children must leave the lunch areas clean and tidy before going to play areas

LUNCH - FIRST HALF 1.20 to 1.42pm  SECOND HALF 1.42 to 2.05pm
- Children will play games only after they have finished eating.
- Children will use the nominated play areas safely.
- All play activities will be sensible and constructive.
- The bell to cease play will ring at 2.05pm.

LUNCH WET WEATHER
- Classroom teachers will divide the lunch duty period catering for the possibility of children being allowed to play outside, which will require supervision. Two bells will signal wet weather routines.

AFTERNOON
- Students are dismissed at 3.20pm and leave the school immediately by the most suitable gate.
- Children walking across Ferodale or Brocklesby Roads will wait for the Crossing Supervisor to instruct them to cross
- Children will wait for buses during dry weather at the Brocklesby Road gate, during wet weather the children will wait under the COLA. A teacher is on duty until the last bus leaves.
• Children who ride bikes will walk their bike to the crossing gate. They will then be instructed to move to the crossing by the Crossing Supervisor or the Supervising Teacher.
• Children travelling by car or going to be collected by parents, must wait inside the grounds. Parents collecting children will be responsible for their child’s safety when leaving the grounds.
• In the event of a parent being late, students will be supervised until delayed arrival. Parents or emergency contacts will be notified if delay is prolonged.

2.6 LATE ARRIVAL/ EARLY DEPARTURE
School hours are from 9.20am to 3.20pm. It is a legal requirement that parents give an explanation for a variation in attendance. If children arrive later than 9.20am, parents are requested to accompany them to the office to fill out a varied attendance form. The form is then taken to the class teacher. An occasional late absence is understandable, but continual late absences impact upon the learning of children.
Similarly, if children leave early, parents are requested to go firstly to the office and fill out an early leavers form. This form is then taken to the class teacher when children are collected from the classroom. We thank you for your ongoing support of this very important procedure as we have strict regulations governing the monitoring of student attendance.

2.7 SCHOOL COLOURS
The school colours are Royal Blue, Red and White.

2.8 SCHOOL UNIFORM
Wirreanda School and its Parents and Citizens Association support the concept of school uniform and implement the policy of the N.S.W. Department of Education & Training in encouraging children to wear it.
Children who wear a school uniform are displaying their pride in their school. They feel that they belong to the school and it belongs to them. The development of self pride and sensible team spirit is an important part of leading young people towards becoming responsible adult citizens.
If you experience hardship in providing your child with uniform items you should make a confidential approach to the Principal, who may be able to assist. A display of photos of our School Uniform can be viewed on our website and in the School Foyer.
The shirts are a royal blue and red which is worn everyday with royal blue shorts or skort or skirt for the girls. During winter there is a royal blue tracksuit or a bomber jacket and trackpants and slacks that the children can wear.

TERMS 1 & 4 SUMMER UNIFORM – Royal blue and red (with logo), royal blue shorts with grey socks for boys/Checked dress or royal blue and red shirt and skort or shorts with white socks for the girls. There is a Stage 3 skirt for the girls to wear.

TERMS 2 & 3 WINTER UNIFORM – (varies with weather conditions)– royal blue and red shirt and grey pants for the boys and royal blue pants for the girls with royal blue and red shirt or skivvy. There is a bomber jacket to be worn in the cold weather.

Head Attire
A “NO HAT; NO PLAY” policy has been adopted by the school. The children need to wear the school broad brim hat or legionnaires cap and are encouraged to wear sun screen at all times.
Sports Attire
House coloured collar polo shirt with logo, royal blue shorts, royal blue slouch hat or legionnaire hat. Class teachers will inform parents when the sports uniform is required. Sports Days vary from grade to grade depending on class/stage arrangements.

Uniform Shop Hours
Monday, Wednesday, Friday mornings from 9.00am to 9.45am in the AV room off the Library.
Dresses, Stage 3 skirt, hats, polo shirts, cloth badges, bomber jackets, tracksuit jumper and pants and boys grey pants are available from the Uniform shop.

Ornaments and Jewellery
Ornaments and jewellery have often contributed to serious accidents, especially during play and sporting activities. Items such as earrings, brooches, rings, bangles and necklaces have been involved. Children are not to wear earrings to school other than small sleepers or studs with smooth edges. For the same reasons necklaces are not to be worn to school.
Other articles should be kept to a bare minimum even if they are of sentimental value, but under no circumstances should rings with joins, sharp edges or stones be worn.

Lost Items
Each year, a large quantity of clothing and other equipment accumulate at the school because ownership cannot be traced, despite regular attempts to display these articles.
The main articles of clothing involved are jumpers, rain-wear, track-suit tops, socks, shoes, shorts and handkerchiefs.
PLEASE PUT A NAME TAG on all items of clothing children are likely to remove at school during play, sport or if there is a change in the weather. It is also advised that personal property such as coloured pencils, pencil cases, school badges, etc. are clearly marked.
Valuables including iPods, iPads, personal toys, sporting equipment (except tennis balls), computer games, dolls, collectable cards/items, electronic toys can cause problems, become lost or damaged, so should be kept at home.

2. 9 THE SCHOOL SONG
The words and tune of the school song were adopted in February 1985 after being suggested by Mrs. Umlauff. The song conveys a message in keeping with the spirit of our school and is sung proudly at many school functions. The words are sung to the tune, “Song of Joy”.

THE SCHOOL SONG
Proudly we stand together here at Wirreanda:
Giving our best to all, our family, school and country,
With every day we strive to live and grow in harmony,
With our environment, ourselves and one another.
2. 10 SCHOOL HOUSES

The names of the houses were chosen by popular survey after a number of suggestions had been considered. In keeping with the name of the school, Aboriginal names were a clear favourite.

All children in the school are allocated to Houses for the purpose of sport and various other forms of competition.

The children from each family are placed in the same house and all children are distributed evenly through the houses in age groups so that the competition is even.

The four houses are:

- **ANULKA**
  - The yellow-vented black cockatoo.
  - House colour **YELLOW**.

- **BANNAROO**
  - The green grass parrot.
  - House colour **GREEN**.

- **COORAMA**
  - The tall blue gum tree.
  - House colour **BLUE**.

- **KINARRA**
  - The red wallaby.
  - House colour **RED**.

A number of major trophies have been donated to the school for various forms of House Competition.

**THE COMPASS POOLS TROPHY**
Donated by the MEWETT FAMILY. This trophy is for Swimming Competition and is contested at the Annual Swimming Carnival early in the year.

**THE WYKES TROPHY**
Donated by the WYKES FAMILY, is contested by the Houses at the Annual Athletics Carnival.

**THE MEDOWIE SQUASH COURTS TROPHY**
Donated by the MILFORD FAMILY. This trophy is for the annual House competition, which includes sport and classroom effort, behaviour and achievement. A weekly point score is kept throughout the year and the trophy is presented to the best House overall.

**Individual Sports Trophies**

Individual sports trophies are presented to the outstanding competitors at the swimming carnival and the athletics carnival. The Swimming Trophies are presented by the School and the Athletics Trophies are donated by the WEBSTER FAMILY. These trophies may be kept by their winners.

It is realised that not all students can become sports champions so it is school policy to ENCOURAGE children to achieve sensible sporting goals within their capabilities. It is stressed that sporting involvement is an area where good character and general confidence can be built and all children are expected to take part in sporting activities unless medical reasons prevent participation.

Four trophies are presented on Presentation Day to two boys and two girls who have shown outstanding ability and attitude to sport during the year. These are called the Annual Sports Achievement Awards, which may also be kept by their winners.
2.11 K-6 SCHOOL ASSEMBLIES

The School Assemblies are held in the COLA on Mondays commencing at 9.20am, this is a whole school assembly. Stage assemblies are held at different times and their times will be announced in the Whisper (school newsletter). Parents are welcome and are invited to attend.

During each assembly children are presented with merit awards to encourage and recognise their efforts. Classes also perform items and display their work.

Assemblies

• encourage public speaking and general confidence.
• encourage the development of organisational skills.
• encourage self, class and school pride.
• provide a culminating point for school activities.
• encourage children to develop listening ability and audience manners.
• publicly display and recognise children’s efforts and work.
• provide an opportunity for children to see what is happening in other classes.
• provide parents with an opportunity to see the skills and displays of their children.

2.12 THE SCHOOL CANTEEN “CAFÉ DE COLA”

The Cafe de Cola is open five days a week for lunch orders and service at recess and lunch. The canteen strives to provide the healthiest options for the students in line with the NSW Healthy Kids initiative.

Lunch and recess may be ordered by writing child’s name, class and order on a paper bag and placing the order at the canteen before the 9.20am bell. Children collect their own recess from the canteen. Lunch orders are sent to the classroom and handed out by the class teacher.

The canteen will hold often hold special treat days such as pizza days which are advertised through The Whisper. The Canteen menu can be downloaded from the website.

2.13 THE SCHOOL LIBRARY

The school library is highly regarded by the children of the school because of its pleasant atmosphere and ever-increasing collection of interesting, up to date reading materials.

Classes use the library formally when the Teacher/Librarian and/or the class teacher take lessons. On other occasions children are able to carry out individual or small-group activities such as research or reading for pleasure.

The main rules for borrowing are:

• Each child must have a library bag to properly protect books. A clean plastic bag is permissible, but material bags last longer.
• Children may borrow two books at a time. Special permission is required to borrow more.
• Books are borrowed for a maximum of TWO weeks at a time. Special permission is required to borrow longer.
• Each situation, in which books are lost or damaged, is treated according to individual circumstances.
• Kindergarten children will be allowed to borrow once they have shown that they know how to care for books, as early as possible during Term 1.

Aspects of importance are:

knowing how to hold books
knowing how to turn pages properly
being able to remember borrowing times
having clean hands
remembering to bring a library bag
2.14 SCHOOL EVACUATION AND LOCK DOWN
Regular evacuation drills are held at school to reinforce the evacuation procedure.
Evacuation signal = continuous ringing of the school bell
Lockdown signal = intermittent ringing of the school bell

2.15 “THE WIRREANDA WHISPER”
The “WIRREANDA WHISPER” is the school newsletter and is published every second Wednesday. It is sent home with the youngest child in the family. The newsletter contains a school calendar, news and community announcements. Private ads are also welcome in the “Whisper” at a small cost.

2.16 BASIC EQUIPMENT REQUIREMENTS
The great majority of items required in the classroom are supplied by the school.

K-2: children will need to bring along their own eraser, pencils, ruler, scissors, glue and coloured pencils, according to teachers wishes.

3-6: children will need to provide their own pens and coloured pencils. Apart from this, other requirements may be eraser, glue, scissors, pencils and a ruler.

Liquid paper is not allowed at any time.

You are strongly advised to send your child to school with a painting shirt to protect his/her uniform. Class teachers will advise children of any other special requirements.

Children will need to bring a Library Bag so that they are able to borrow books from the library during their library times.

2.17 SCHOOL OFFICE
The school has an administrative support staff of three full time school assistants. The office operates from 8.50am to 3.40pm. It is a very busy place catering for the organisational, administrative and financial operations of the school, meeting the needs of staff and students as well as providing a service to parents.

The school has developed a range of policies and procedures to ensure the smooth operation of our office and the organisation of school activities. We ask you to become familiar with, and carefully follow, these policies and procedures to ensure that you know what events are happening in our school and the ways to support the school in these activities.

2.18 MONEY COLLECTIONS AND RECEIPTS
The school uses two forms of receipting for monies collected. In the case of a large quantity of payments of small amounts which include collections for visiting shows or local excursions, monies are group receipted (noted on class list and kept in school files).

For other payments, (e.g. School camps), individual receipts are provided and sent home with the child.

When sending payment money to school please put the correct amount into an envelope, write your child’s name and class along with the amount of money enclosed and the reason for the payment.

For example: Jimmy Jones Class KK $3.00 for school badge.

The school office finalises banking each day at 11:30am, any payments received after 11:30am will be receipted the following day.
2.19 BUS AND BIKE TRAVEL

Bus Application Eligibility

Infants students attending Kindergarten, Year 1 and Year 2 classes, respective of distance from home to nearest appropriate school, are entitled to free travel.

Students other than those in Kindergarten, Year 1 and Year 2, to be eligible must reside more than 1.6 kilometres away (radial distance measured from the centre of the school).

Use of Pass Issued to Eligible Students

School travel is only available between home and school, for school attendance on school days only. Passes are not transferable and must be shown on demand. Travel by bus is subject to the conditions laid down by the Department of Transport governing the carriage of passengers on privately operated bus services. A new application form must be completed when a child changes school and/or changes address, or mode of transport.

Children who are holders of free passes are expected to use the service each day as their fares are paid on that basis. Please ensure that this rule is followed otherwise the pass may be withdrawn. Your child should be able to show his/her pass on request. If it is securely kept in a display holder fastened to his/her bag, the pass can be produced easily and kept in the bag when not required. Bus drivers are entitled to charge a fare, or refuse travel if the pass is not on hand.

To OBTAIN a free bus pass for your child you should:

- Check at the school office to make sure he/she is eligible.
- Complete Part A of the application form. Please note that the name of the bus company is Hunter Valley Buses. Complete the “details of journey” section accurately. Your child is travelling from the bus stop nearest your home to Wirreanda School. Date the application for the first day on which your child will travel.
- After completion, the application form must be returned to the school so it can be processed. The permanent pass will be issued to your school after a period of approximately a week.
- Hunter Valley Buses will automatically reissue passes through the school at the commencement of each year.
- Only one application form needs to be completed, unless there is a change of address or a change of school.
- If your child is going on to High School, an application form needs to be completed towards the end of the Year 6 school year.
- If your child’s bus pass is lost or damaged you can obtain a replacement from the BUS COMPANY ONLY – at a cost.

Withdrawal of Travel Passes

- Roads & Traffic Authority reserves the right to withdraw a travel pass if investigation shows the student to be ineligible. A false declaration also renders the claimant liable to prosecution and following notification to the parent/guardian, any issued pass must be surrendered to the principal or bus proprietor and subsidised travel will cease.
- Any subsidies paid as a consequence of false or misleading information will be required to be re-paid to the Roads & Traffic Authority.
2.20 MOBILE PHONES; iPADS; iPods; MP3 PLAYERS

Students are not permitted to have mobile phones, iPads, iPods or MP3 players on their person nor to use them during school hours.

Several issues arise in regard to this matter.

- Inappropriate use of mobile phones e.g. nuisance calls or texting, bullying.
- Inappropriate use of phones during class time both for calls and use of games or cameras.
- Security of phones. As with other electronic games, etc, their security from theft or breakage can be an issue.

At Wirreanda students may only bring mobile phones to school if there is a need for them to be able to contact their parents either before arriving at school or in the afternoon after leaving school. If there is a need, as above, the child must bring a note from home on each day that the phone is required. Upon arrival at school the phone is to be checked in at the school office where it will be turned off and kept securely for the day. It is the child’s responsibility to collect the phone at the end of the day.

Parents with an urgent need to be in contact with their child during the day should contact the school office and appropriate steps will be taken to pass on the message or arrangements will be made for the child to return the call on the school phone.

2.21 PARENTS PROVIDING TRANSPORT

Teachers and Parents often transport children on various excursions because it is either not practicable to hire a bus, or because a saving is involved.

To be certain that all parties are protected, and the approval for the use of private transport can be properly made by the school, any parent supplying transport will need to show current documents at the school office.

The following are required:

- The parent’s licence is to be sighted and number recorded.
- The vehicle’s registration papers must be checked to make sure that it is current. Vehicles must have seat belts available for each child being transported. A simple record is kept at the school office of these details, and it is updated yearly.
### SECTION 3 SCHOOL CURRICULUM

#### 3.1 EDUCATIONAL ORGANISATION

The Principal manages all the school’s educational programs and administrative and organisational procedures across the school. Miss Young is actively involved with teachers and students in the educational, cultural, environmental and sporting programs at the school. He is available to discuss the welfare and learning needs of all students, please make an appointment with the office.

Currently the school is organised into 23 classes from Kindergarten to Year 6, spread out across the school site. Teachers work together in grades and stages to plan and implement educational programs for the students in their classes. The classes are organised into grades within the four stages of learning.

These stages include:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Years 1 and 2</th>
<th>Years 3 and 4</th>
<th>Years 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLY STAGE 1</td>
<td>STAGE 1</td>
<td>STAGE 2</td>
<td>STAGE 3</td>
</tr>
</tbody>
</table>

The Executive Staff supervise each learning stage and support and mentor the teachers in those stages. Executive teachers are available to discuss the learning and welfare needs of the students in the classes of the teachers whom they supervise.

Support Teachers work with teachers to assist students with additional learning needs through programs such as Reading Recovery and a Support Teacher Learning program.

#### 3.2 THE SCHOOL CURRICULUM

The Primary Curriculum, Kindergarten to Year Six, is organised into Six Key Learning Areas (KLAs). The school aims to provide for each child a balanced education, planning a wide range of appropriate learning activities from the six key learning areas.

The six KLAs are:

- **ENGLISH**
  - Reading
  - Writing
  - Talking and Listening

In English, students learn to read, write, talk and listen. They learn about English language and literature, how language varies according to context and how to communicate to a range of audiences for different purposes. They learn to read for information and for pleasure. They learn about poetry, novels and plays. They gain a sound grasp of language structures, punctuation, spelling and grammar.

- **MATHEMATICS**
  - Working Mathematically
  - Number
  - Space and Geometry
  - Patterns and Algebra
  - Measurement and data

Mathematics develops students’ thinking, understanding, competence and confidence with numbers, shapes and measurement. Students learn to add, subtract, divide and multiply whole numbers, fractions and decimals. They learn to measure time and calculate with money. They learn geometry, algebra and how to work with data and graphs.
SCIENCE and TECHNOLOGY

- Investigating Scientifically
- Designing and Making
- The Natural Environment
- The Made Environment

Science and Technology develops students' skills in thinking, investigating and problem solving. It gives them knowledge and skills in scientific investigation, design and applied technology. This subject builds on the curiosity children have about their natural and built environments.

HUMAN SOCIETY and ITS ENVIRONMENT

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures.

In Human Society and Its Environment (HSIE) students learn about history, geography, civics and citizenship. They investigate their personal and community identity, and gain an understanding of their nation and its place in the world. They learn to participate effectively in maintaining and improving the quality of their society and environment.

CREATIVE and PRACTICAL ARTS

- Music
- Dance
- Drama
- Visual Arts

Creative Arts gives students experiences in the visual arts, music, drama and dance. They have opportunities to explore their creativity in each of these areas. They learn to appreciate the meanings and values that each art form offers. They perform and express themselves through the visual arts, music, drama and dance.

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

- Fundamental Movement and Physical Activity
- Healthy Choices
- Self and Relationships

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, skills and attitudes students need to lead healthy, active and fulfilling lives. Students learn about the importance of good food and regular exercise. They learn how bodies grow and change over time. They learn skills to play individual and team sports, and the values of sportsmanship and teamwork.

3.3 COGS or INTEGRATED UNITS

Your child’s teacher may refer to ‘integrated units’ or COGS (connected outcome groups) as part of their class program. ‘Integration’ means that material from more than one KLA is being taught in a single unit of work.

For example, designing, making, writing and illustrating a short book of stories could involve parts of the English syllabus, the Science and Technology syllabus and the Creative Arts syllabus.

Teachers sometimes combine syllabus areas around a single theme – such as Antarctica, Democracy or Explorers – as it allows students to learn about the topic in a variety of ways. Teachers have found this approach can deepen students’ understanding and enjoyment of what they are learning. Integration is not undertaken in a classroom at all times during the day. Teachers plan meaningful links across the syllabuses to meet the learning needs of their students.
3.4 EXTRA CURRICULAR OPPORTUNITIES

Extra curricular activities are supplementary to the core curriculum. As such they contribute much to the overall development of the child.

At Wirreanda students have the opportunity to participate in a wide range of such activities in the areas of sport, creative and performing arts, technology and the environment.

Students can become members of the school band, choirs, violin or dance group. Private tutors are available for instruction in violin.

School sporting teams participate in the state knockout competitions in a number of sports. Parent participation is encouraged in the coaching of teams.

3.5 TECHNOLOGY EDUCATION

Students have access to up to date technology. All rooms are networked to the school computer network providing access to the school intranet and under teacher supervision, the internet.

Each classroom has an Interactive White board which is a large wall mounted interactive display screen that connects to a laptop and ceiling mounted projector. A projector projects the computer’s desktop onto the board’s surface where teachers and students control the computer using a pen, finger or other device.

Students also have access to our computer lab, digital photography and video.

Computers are used to teach children keyboard and word processing skills, as well as providing opportunities for problem solving activities within Mathematics, Social Science and Literature based environments, an experience in spread sheet organisation, generation of graphs using simple statistics and data base management and retrieval. Students may access the Internet under supervision.

3.6 RELEASE FROM FACE TO FACE PROGRAMS

Across the school there are a range of quality educational programs in which students participate interwoven into the school’s organisational structures to enhance learning opportunities and outcomes for students.

Each week class teachers have two hours of release from face to face (RFF) teaching to program and develop resources for teaching/learning activities, complete administrative duties and meet with parents. RFF Teachers are employed to take classes from K-6 and implement stage programs in Key Learning Areas to complement class teacher programs.

All RFF teachers address outcomes and indicators from syllabus documents and complete assessment tasks in these areas. The RFF time allocation also incorporates the Library Program.

3.7 ASSESSMENT AND REPORTING OF STUDENT PROGRESS

In line with updated DET policies, the school’s reporting system shows parents their child’s progress in relation to the expected stage outcomes in the six Key Learning Areas. A variety of assessment tasks and tests are designed throughout the year, as part of the regular class program, and collection of work samples allow students the opportunity to demonstrate the level of attainment towards the outcomes.

At the beginning of the school year, class teachers will outline their class routines and teaching programs to parents in an information session. Stage outcomes, class priorities and teaching/learning strategies will be discussed and assessment processes explained.

Each child’s achievement and progress in class is assessed by their teacher). Teachers use a variety of ways to assess their students including observing their work in class and looking closely at the work they produce. They make assessments of their students’ progress throughout the year.
Teachers will also make judgements twice a year of each student’s achievement compared with the expectations described in each key learning area (KLA) syllabus. In Years 1 - 6, their judgements are made on a 5 point achievement scale, using the word descriptors; Outstanding, High, Sound, Limited and Basic. The written report to each child’s parents will also include a written comment with strengths and areas for improvement for all KLAs. Kindergarten students’ progress will be reported through the descriptions provided by teachers in their comments.

The formal reporting process will include:

- Parent-Teacher Information Evening – Early Term 1
- Student Report Cards – End of Semester 1 and Semester 2
- Parent-Teacher Interviews are held at the conclusion of Semester 1 (Term 2)
- Parents will be invited to visit the school at this time to discuss the child’s progress at the mid year point. The interviews are conducted on a Three-way basis including teacher-student-parent.
- A written report will be forwarded home at the end of Term 4 and covers the child’s development over the whole year. Communication between the Parent and Teacher can be arranged upon request at this stage.

Parents can make appointments with teachers at any time to discuss their children’s welfare, performance and progress. As teachers have a range of teaching, school management and student supervision responsibilities, it is more convenient if the appointment times are negotiated with teachers.

3.8 HOMEWORK

The school’s Homework Policy has been designed to encourage students to undertake a reasonable amount of homework from Monday to Thursday commensurate with their age and developmental level. Homework is an experience whereby each child should reach a stage of responsible self-direction.

Homework is set by class teachers and will be outlined to parents by the teacher at the beginning of the school year. The focus of homework and the time to be taken to complete activities will vary through the stages. Please discuss homework issues with the class teacher.

3.9 STUDENT LEADERSHIP

Wirreanda Public School has a number of student leadership positions available for students including: School Captains; Vice Captains; School Prefects; Sports House Captains, Student Leaders – ‘Red Hats’ and Library Monitors.

Students from Years 3 to 6 will vote in Term 4 to elect the School Captains and Vice Captains from Year 5 nominations.

STUDENT COUNCIL

The students in Year 6 are responsible for the formation and running of the Student Council. The Student Council will convene fortnightly and debates issues concerning their schooling and work with staff and parents to make decisions that may influence school routines and programs. Student Council offers an excellent leadership opportunity for seniors.

3.10 THE WIRREANDA SCHOOL BAND

The School’s Band was established in 1989. Band members are generally selected from primary grades. Practices are generally held out of class instructional hours. Contact Ms. Emma Jones for further information.
3.11 EXCURSIONS AND VISITING PERFORMANCES

The Department of Education issues approval certificates to performers whose shows have educational merit for selected audiences of children. Any performer booked for Wirreanda School has been approved by the Department of Education. Children will receive information about the performances at least one week before they are to be held.

You are welcome to attend visiting shows and can be admitted as part of the family concession most performers offer. Visiting shows are held in the MPC.

EXCURSIONS

Children take part in three different kinds of excursions. These are:-

- LOCAL: generally walking excursions or excursions that are within easy travelling distance of the school. A bus trip from which children return within the same day is regarded as a local excursion.
- SPORTING: are local excursions usually involving a trip to another school for competitive sport.
- MAJOR: are excursions that take longer than 1 day. An example is a 3 day excursion to Canberra.

Parent consent forms are required for all excursions. The consent forms have a legal purpose and all details must be completed accurately and signed by a parent or guardian.

Excursions are only approved if they have educational merit, so all children should be included wherever possible. If you find it difficult to meet costs, special arrangements may be possible if you approach the teacher concerned, or the Principal.

Student Behaviour:

- Excursions are inclusive, and all students in the specific learning group, including those with disabilities, are to be given the opportunity to participate.
- The Principal may refuse the attendance of a student on an educational excursion if the student’s behaviour record is unsatisfactory, and/or, if in the opinion of the Principal that student’s attendance will jeopardise the safety and welfare of other students and staff attending.
- If students do not attend an educational excursion the school must provide a sound alternative educational experience at school that provide for similar learning outcomes.

Payments and Refunds:

- On occasion, there are unforeseen circumstances that may prevent children from attending an excursion or performance. If, for any reason it is through a school error that children cannot attend, money will be refunded.
- If a student is sick a refund can be made for excursions except for the cost of bus fares.
- All excursion money and notes need to be at school by the final date nominated on the information note and permission slip.

3.12 SCHOOL CONTRIBUTIONS

School Contributions cover photocopying costs, paper, art and craft equipment and so on. Money collected is used to buy equipment for your children to be used in classrooms. The School Contribution for 2013 is as follows:

- $30.00 for the first child or $55.00 per family attending school
- $10.00 per child Mathletics
- $10.00 per child School Magazine subscription (Years 3 to 6 only)

Kindergarten pay an $80 Kinder pack fee which includes: Home Reading program, Dictionary, Display folder,, Handwriting book, Mathletics access, voluntary contributions.

Parents and care-givers will be required to contribute to their child’s education through payment for specific items and activities, e.g. performances, excursions, etc.

Some grades may require additional texts or other materials. Parents will receive separate information in this regard from their child’s teacher.
3.13 SCHOOL SCRIPTURE
Scripture classes are taken by members of the local clergy or voluntary teachers each Thursday. Children have the choice of three groups: Catholic, Combined, or non-scripture.

You are encouraged to have your child/children attend a scripture group. The standard of organisation, Scripture instruction and dedication of the Scripture teachers attending the school are all exceptionally high, so you can have full confidence in the Scripture system. You should indicate whether you want your child to join the Catholic or the Combined group on the application for enrolment form.

If you wish to exempt your child from Scripture you may do so by writing a note to that effect but please consider the situation carefully before making a decision. The only really acceptable reason for exempting your child is if your religious beliefs conflict with the Scripture offered at school.

Special services are held on occasions during the year when all of the groups join in the hall/cola. Parents are welcome to join the special services.
SECTION 4 – STUDENT WELFARE

4.1 DISCIPLINE POLICY
A full copy of the discipline policy may be obtained from the school office.

SCHOOL RULES

WE SHOW RESPECT
I obey the instructions of my teachers and all who supervise me
I speak and act pleasantly to everyone
I respect the rights, feelings and possessions of others
I share and take care of all school equipment
I keep my hands and feet to myself at all times

WE KEEP SAFE
I obey all safety rules
I walk on paved areas and in all buildings
Sticks and stones stay on the ground
I do not bring illegal substances/weapons to school
I always wear my hat outside
I always play safely in correct areas

WE STAY ON TASK
I obey my Class Rules
I complete my schoolwork to the best of my ability to produce quality work
I do not disrupt lessons or disturb the learning of others
I complete my homework tasks
I am on time for school, lessons and assemblies

WE TAKE PRIDE IN OURSELVES, OUR SCHOOL AND OUR COMMUNITY
I wear my uniform with pride
I am a responsible, active member of the school community
I proudly represent my school on all occasions
I care for my school environment

School discipline policy aims to reinforce the present good standards of behaviour the School through the following:

- Relies heavily on systems of praise and reward, child involvement and the planning of worthwhile, interesting learning situations to encourage the best response from all the children.
- Aims to lift the level of self esteem, class and school spirit, so children will want to perform well, because they believe that they are individually worthwhile and part of a worthwhile institution.
- Attempts to improve the listening, understanding and memory skills of the children, especially where learning activities are concerned.
- Creates an understanding of acceptable social behaviours and the intent of rules.
- Encourages the development of organizational skills so that activities can proceed without interruption.
- Tries to develop attitudes of sensitivity and respect for others so that children accept that they each have a right to learn and play without interference.
- Administers discipline fairly and consistently within the guidelines as set down in the “Fair Discipline Code”.
- Communicates with parents and enlists their support in encouraging positive behaviour.

Any consistent approach to discipline must consider natural consequences as well as praise and reward. While it is difficult to specify suitable consequences for particular inappropriate behaviour, the most common form of punishment used is the withdrawal of privileges.
4.2 STUDENT RECOGNITION

CLASSROOM REWARD SYSTEM

- To provide a system of rewards for students who display self discipline and positive attitudes towards their classroom behaviour.
- To develop positive attitudes in the students towards teamwork and class harmony.
- To assist in the establishment of a classroom environment that promotes excellence in all areas.
- To develop self esteem in all students.
- To provide opportunities for students to develop a personal responsibility for their conduct and progress.

RECOGNITION AND COMMENDATION SCHEME

The Student Recognition and Commendation Scheme aims at providing students with positive feedback for genuine achievement in a wide range of school activities. Positive student behaviour will be recognised through a reward system based on the School Values. Students throughout the year will receive awards from teachers for demonstrating a commitment to the five core values of:

CONFIDENCE PERSISTENCE ORGANISATION GETTING ALONG RESILIENCE.

AWARD SCHEME:

10 Award cards = Blue Merit Award
30 Award cards = Bronze Merit Award
60 Award cards = Silver Merit Award
100 Award cards = Gold Merit Award nomination.

When children begin Stage 2 or Stage 3 they start the merit award process i.e. they go back to zero awards.

GOLD AWARD CRITERIA

For a student to be awarded a Gold certificate the following applies:
1. No time outs for the last five weeks
2. No suspensions for the previous ten weeks
3. The student’s application to class work has been satisfactory
4. The student’s behaviour in class has been satisfactory
5. The student’s behaviour in the playground has been satisfactory
6. The principal / stage leader approves the award being made
7. Awards cannot be taken away once given

Like all reward systems our system is constantly under review and is often discussed at staff meetings in an attempt to make the scheme more attractive to students.

4.3 CHILD PROTECTION PROGRAM

The total well being of the child is an important responsibility within the school curriculum. It is Department of Education and Training Policy to provide a curriculum, which promotes not only students’ intellectual development, but also their emotional and social development. Child Protection Curriculum materials have been introduced to all grades, Kindergarten to Year Six. Parents will be advised prior to the implementation of this program each year. Information sessions will also be arranged to inform parents of the aims and content of the program.

4.4 SUN SAFE POLICY

It is school policy that children are protected from the dangers of exposure to the sun during the day. A “NO HAT; NO PLAY” policy has been adopted by the school. The children need to wear the school broad brim hat or legionnaires cap and are encouraged to wear sun screen at all times. Children who do not wear this style of hat will be required to stay in the shade.
4.5 SCHOOL COUNSELLOR

The SCHOOL COUNSELLOR provides a range of counselling and child assessment services to assist with the general management of children. He/she is commonly used in a situation where advice is required by teachers or parents in relation to adjustment problems or learning difficulties. His/her advice is usually sought where the question of repetition may require a second opinion.

The Counsellor visits the school for the equivalent of two days per week. Parents may see the counsellor by appointment, which can be arranged through the Principal.

The Counsellor may assist with school related health problems e.g. emotional problems, worries about school work and school performances.

4.6 LEGAL ISSUES

The Principal should be informed if there are any legal or custody issues relating to the well being of your child at school. We can only act upon legal documentation. If you have such legal documentation please ensure that a copy is lodged with the school.

4.7 ACCIDENTS AT SCHOOL

In the case of sudden illness or accident every effort will be taken to contact the parent in order that the child may be taken home. In an emergency the child will be taken to hospital by ambulance.

It is essential that the school has up-to-date parent contact numbers and addresses. Please notify us in writing of any changes.

Minor injuries (grazes and scratches) will be dressed by school personnel. Parents should understand that the school cannot be responsible for changing children’s bandages.

It is also essential that the school be notified of any allergies (e.g. bee stings) that the child may have.

Please provide the school with current emergency contact numbers, should you be unavailable in the event of your child becoming too ill to remain at school. **In the case of separated parents, please ensure that access details are clearly defined so that staff can contact the designated parent.** These contact phone numbers need to be updated regularly. If your child is ill before school, it is better for him/her to stay at home to avoid the spread of infection. When a child becomes seriously ill, or is seriously injured in an accident at school, medical attention will be immediately sought by the School Principal or his nominee. Parents are then notified as soon as possible.

At other times a child may feel ill, but respond to a rest period in the sick bay, before returning to class. If your child becomes ill at school and needs to go home we will contact you to collect your child.

4.8 ASTHMA MEDICATION

It is especially important that the school has a record of all students who suffer from asthma. An asthma management plan needs to be worked out and documented in the event of an asthma attack at school. The plan may involve student’s self medication by carrying puffers with them. Younger children who require assistance may keep their medication at the office. It is advised that parents regularly instruct their children on the correct and responsible use of asthma medication.

4.9 ALLERGIES, DISABILITIES, SPECIAL MEDICAL CONDITIONS

It is very important that all information about special medical conditions, allergies, physical disabilities or other health concerns is given in written form to the school. Information is recorded on the Student Welfare Database. If we do not know about these issues, your child’s health and safety could be jeopardised. Some students may require an individual health plan to ensure the safety of the student during school hours. **If medical or health circumstances change, please notify the office to ensure all information is current.**
4.10 ADMINISTERING PRESCRIBED MEDICATION AT SCHOOL

Parents of children who require prescribed medication to be administered at school must complete a written request form: REQUEST FOR SUPPORT AT SCHOOL OF A STUDENT’S HEALTH CONDITION.

The Principal will provide the form to the parent.

Students must not carry medications unless there is a written agreement between the school and the student’s parents that this is a planned part of the student’s health care support. Except in an emergency, only individual staff members who have volunteered and been trained, will administer prescribed medication to students. The Principal will oversee implementation of the course of action that he or she has determined is necessary for the support of the student’s health needs. Medication must be handed immediately to the office staff upon arrival at school. Parents should supply quantities of the medication, where possible, on a weekly basis in an appropriate container clearly labelled with the student’s name, details of medication and dosage including time to be administered and storage conditions. Medication will be kept in the Office until the required time. It is the child’s responsibility to report to the office when medication is needed.

Paracetamol aspirin may only be administered where written authorisation by the student’s doctor is provided for a specific condition.

*If a student needs to be regularly medicated at school, we recommend that parents investigate the use of labelled and scheduled medication packs with their pharmacist.*

PLEASE NOTE: The school does not keep long term supplies of any medication, with the exception of Ventolin which is given to KNOWN asthmatics who have forgotten their medication and whose condition is documented on the Student Welfare Database. Parents are then notified by phone, where possible, that the medication has been given

4.11 IMMUNISATION

There have been changes to the N.S.W. Public Act, 1991. This means that parents, with children starting school in Kindergartens class, from 1994, must present an Immunisation History Statement at the time of school enrolment that includes immunisation against whooping cough.

The Immunisation History Statement:

- reminds and encourages parents to have their children immunised against diseases which can be prevented by immunisation.
- helps identify children who have not been immunised. This means that if there is a disease outbreak, these children will have to stay at home for their own protection by law.

Immunisation History Statement can be obtained from: The Immunisation Register – 1800 653 809

4.12 HEAD LICE

This presents the most common and difficult condition that we find at school. Some parents mistakenly still believe that head lice are associated with dirty hair. This is not so. Because they are highly infectious, schools are ideal places for them to spread. Children found with the condition not treated, must by regulation be sent home until treatment has begun. When a case is discovered in a class, a note is sent home with all children in that class. For advice about appropriate treatments, please consult your chemist. All family members as well as bed linen, combs etc., must also be treated.

Please check your child’s hair REGULARLY.
## 4.13 INFECTION DISEASES

**EXCLUSION FROM SCHOOL – INFECTION DISEASES**

<table>
<thead>
<tr>
<th>Disease</th>
<th>Usual time between infection and illness</th>
<th>Absence from School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>11-20 days</td>
<td>For 5 days after first spots disappear.</td>
</tr>
<tr>
<td>Infectious Hepatitis (Viral Hepatitis Type A)</td>
<td>15-50 days (average 28 days)</td>
<td>Until the child has recovered, and for one week from the first sign of jaundice.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>1-3 days</td>
<td>While there is discharge from the eye</td>
</tr>
<tr>
<td>Influenza</td>
<td>1 to 3 days</td>
<td>Until the child looks and feels better</td>
</tr>
<tr>
<td>Measles</td>
<td>7-14 days (average 10 days)</td>
<td>5 days from appearance of rash.</td>
</tr>
<tr>
<td>Gastroenteritis</td>
<td>several hours to several days</td>
<td>At least for 24 hours after diarrhoea stops</td>
</tr>
<tr>
<td>Mumps</td>
<td>12-22 days (average 10 days)</td>
<td>Until the child has fully recovered, and for one week after the appearance of the swelling.</td>
</tr>
<tr>
<td>Rubella (German Measles) <em>DO NOT CONFUSE WITH MEASLES</em></td>
<td>14-21 days (average 18 days)</td>
<td>Until fully recovered and for at least 6 days after the rash appears.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>6-20 days (average 7 days)</td>
<td>If the child has not received an antibiotic treatment then the child should be kept away from school for 3 weeks from the onset of the &quot;whoop&quot;. If appropriate antibiotic treatment is given (oral Erythromycin), the child only needs to be kept away from school or pre-school for 5 days from the start of the Erythromycin therapy.</td>
</tr>
<tr>
<td>Impetigo (&quot;scabies sores&quot;)</td>
<td>5-21 days</td>
<td>The family doctor should be consulted. If the sores are treated and are properly covered by a clean dressing, children are allowed to attend school. If they are not covered and are on exposed parts of the body such as scalp, hands, or legs, the child should be kept at home until the sores have healed.</td>
</tr>
<tr>
<td>Pediculosis (head lice)</td>
<td>Time from infestation to eggs hatching Usually 5 to 7 days</td>
<td>Until appropriate treatment is begun.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Several days, sometimes even weeks.</td>
<td>Until appropriate treatment is begun.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>10-14 days</td>
<td>Until appropriate treatment is begun.</td>
</tr>
</tbody>
</table>
4.14 ATTENDANCE INFORMATION FOR PARENTS

Is Regular Attendance Important?
“YES” – From the first day. If students miss the basic skills in the early years of school, they often experience difficulties later. It has been shown that irregular attendance in the infants and primary years often leads to the development of poor attendance at high school.

Must I Send My Child To School?
“YES” – All children between the ages of 6 and 17 years are required by law to attend school.

Must I Send My Child Every Day?
“YES” – Unless the child:
- is too sick to leave the house.
- has an infectious disease like chicken pox, mumps, measles.
- is incapacitated by injury preventing movement around school.
- has to honour a religious commitment, or
- is accompanying his or her parents on a family holiday which cannot be arranged in school vacations. This should be arranged with the Principal prior to the absence.

Wherever possible, dental and medical appointments should be made after school.

Must I Notify the School If My Child Has Been Away?
“YES” – You should always send a note to explain the reason for any absence.

Should I Notify The School If My Child Refuses To Go To School?
“YES” – You should contact the Principal and seek assistance as a matter of urgency.

What Kind Of Assistance Is Available?
The Home School Liaison Program is a SUPPORTIVE resource to students, parents, and schools. It aims to ensure the full participation of ALL students in education.

Its major focus is school attendance matters.

The program is conducted by the N.S.W. Department of Education and Training with support from the Department of Community Services.

What Is The Role of a Home Liaison Officer?
The Home School Liaison Officer:
- is the contact person between the home and the school where there are attendance problems.
- finds out why the child is not attending school and arranges appropriate help and;
- encourages regular attendance of students.
SECTION 5 – PARENT INVOLVEMENT

5.1 THE P & C ASSOCIATION
The P. & C. is an active parent association which serves a number of purposes. The most important of these are:

- To provide a forum for the discussion of issues related to the school and the education and well being of children.
- To act as a lobby group in an effort to gain improvements for the children of the school.
- To raise funds that will allow the children of the school to benefit from improved learning situations and conditions.
- To assist with the management of certain aspects of school organisation.
- To provide advice and information to assist with general school matters.

To succeed in its role, the association needs the help and support of all parents. Please make an effort to become a member and attend meetings. If circumstances prevent your regular attendance at meetings, your help or support would still be appreciated at various association functions.

The Association meets at P&C meetings are held on the third Monday of each month during the school term. The meetings alternate between day (10am) and night (6pm). Dates are published in the Pratlter.

5.2 PARENT PARTNERSHIPS IN THE SCHOOL
You are always welcome within the school and are encouraged to become involved in as much as your time and energy will permit.

All teachers welcome the assistance of parents who manage to become involved in learning, sporting and cultural activities.

Some of the ways in which you could help are listed below:

- Coaching sporting teams.
- Listening to groups of children read. Parent tutor reading.
- Assisting with art/craft/science activities.
- Assisting with excursions and camps.
- The school library.
- Assisting with our support teacher learning difficulties program

If you can help in any of these ways, please contact your child’s class teacher. Parents helping in the school should sign the volunteer register in the school office. This will serve to cover you in case of an accident under the P. & C. voluntary worker insurance scheme. It is hoped that you make regular contact with the class teacher to check on your child’s progress. If you wish to speak to the teacher or any other member of staff, telephone or call in personally, to arrange a mutually convenient time.

5.3 WORKING WITH CHILDREN AT HOME
Many parents request work for their children to be done at home. The following information may be helpful to you. Please remember that a lot of the work done in class is of an oral and/or practical nature. Not all of the work can be done at home in the form of a work sheet. Try to consider the way your child feels physically.

Always choose the best time to do the work that is in a comfortable and suitable environment. Factors such as the child being unwell, everyone waiting to go to tea, or a form of punishment would all be catalysts for an emotionally poor work period. Remember a little done well, is better than a lot done badly.

If you require work from a class teacher because your child is sick, send a letter via a sibling or make a phone call at least the day before it is required. This will be of great assistance. Teachers may have work materials organised for the following day. It may be more satisfactory for the teacher to retain the work to be done after the sickness or holiday, and you can catch up at a convenient time.

Any work returned to the school after the absence will be marked in due course. It should not be expected to be marked and returned on the same day. You may like to mark the work so that any corrections can be immediate and therefore more effective. Unless the absence is for a set period of time of exclusion for an infectious disease of a holiday your child may not be actually well enough to concentrate effectively. Family holidays may be ruined due to the pressure of having to do school work.
THANK YOU:

Thank you for reading this information book.

We look forward to working with you this year to ensure your child takes advantage of all the wonderful educational opportunities at our school.

The information published in the book is correct at the time of printing. The Principal reserves the right to amend policies and procedures as the need may arise

The Staff at Wirreanda Public School
DIRECTORY OF RESOURCES

The following services and activities are available locally. Where no address or telephone number is given, please contact the School for further information.

NELSON BAY
COMMUNITY CARE CENTRE
Kerrigan Street
Nelson Bay 2315
Ph – 4984 0730
Fax – 4984 0744

RAYMOND TERRACE
COMMUNITY HEALTH CENTRE
59 Port Stephens Street
Raymond Terrace 2324
Ph – 4987 2078/4987 3784
Fax – 4987 1660

TOMAREE COMMUNITY HOSPITAL
Trevally Street
Nelson Bay 2315
Ph – 4984 1344
Fax – 4984 1462

SCHOOL DENTAL SERVICE
Boomerang Street
Nelson Bay 2315
Beresfield Public School
Ph – 4987 2322
Fax – 4987 1660

WIRREANDA PUBLIC SCHOOL Defence Support Transition Aide - Mrs Karen Schieb - Ph- 4982 8893

REGIONAL EDUCATION LIAISON OFFICER (DEFENCE) – Ken Welsh – Ph – (02) 9393 3316

MEDOWIE EARLY CHILDHOOD CLINIC
Ph – 4981 8510
Held each Monday and Thursday at the Medowie Community Centre

DEPARTMENT OF COMMUNITY SERVICES (DOCS)
Ph - 4987 0300

NEIGHBOURHOOD CENTRE – RAYMOND TERRACE
Ph – 4987 1331

FAMILY DAY CARE – RAYMOND TERRACE
Ph – 4987 1203

RAYMOND TERRACE LIBRARY
Ph – 4987 2221

BEFORE AND AFTER SCHOOL CARE
Ph – 4982 9794
Wirreanda Public School Grounds

PRE SCHOOLS
Medowie Community
Ph – 4982 8749
Gumnuts
Ph – 4982 8467
Williamtown Pre School
Ph – 4034 7642
Kindy Patch Medowie
Ph – 4982 6240
Medowie Children’s Centre
Ph – 4982 9622
B4Kids Child Care
Ph – 4965 0342
Blinky Bills Pre School
Ph – 4982 6240

There are many organisations in the area which cater for children activities. These include –

Scouts, Cubs and Joeys, Girl Guides and Brownies, Little Nippers (Stockton), Tennis Club, Cricket Club, Soccer Clubs, Squash Courts, Rugby League, Rugby Union, Little Athletics, Netball, Ballet, Medowie Baptist Youth Groups & Junior AFL Club.

COMMUNITY ORGANISATIONS – Lions Club, Progress Association, Bushfire Brigade, Medowie/Williamtown Rotary Club.