

Parent Handbook



Respectful, Responsible, Resilient Learners who
display Excellence at all times.

Tuggerah Public School
1 Pacific Highway, Tuggerah NSW 2259
Phone: (02) 4352 1116
Email: Tuggerah-p.school@det.nsw.edu.au
Web: tuggerah-p.schools.nsw.gov.au



Principal's Message:

Thank you for choosing to come to Tuggerah Public School. The staff, students and parents would like to welcome your family to our wonderful school.

I look forward to working with you to ensure that your child reaches their full potential in, not only academic, but also social, emotional and recreational pursuits. We strive to be progressive and creative and provide a diverse range of experiences for our students in the Key Learning Areas and extra-curricular activities (especially in the area of Creative and Performing Arts).

This handbook aims to assist you in making the most of the school's facilities, structures and culture. We have tried to include a brief explanation of the many activities, policies, rules and routines which make up our school.

Your involvement and participation in your child's education is most important, whether you can assist with class activities such as reading groups, help in the canteen or join our P & C Association.

I trust that your child's journey through Tuggerah Public School will be enjoyable and rewarding. If you have any concerns, questions or queries you are most welcome to contact myself or any of the staff here to discuss the matter.

Once again, welcome to Tuggerah Public School and I wish you and your family a most happy and successful time with us.

Regards,

Jennifer Harrison

Principal

Our Vision:

Tuggerah Public School is committed to enhancing and improving student learning outcomes through the implementation of a balanced curriculum with a strong emphasis on Literacy and Numeracy and creative and critical thinking skills. It provides a stimulating environment, which encourages children to accept responsibility for their own learning and behaviour and encourages teachers, students and community to be life-long learners.

Tuggerah Public School provides quality values based education that develops individual responsibility, acceptance of differences and excellence. It is a school where individual achievement is encouraged and promoted within a caring, co-operative well-resourced environment. Tuggerah Public School will prepare students for their future roles in the local community and wider society.

At Tuggerah Public School we believe that:

- Learning is a life-long pursuit
- Every day is a new day
- Values taught at school are the values for life
- The curriculum should be balanced across all areas
- The Six Cs (creativity, critical thinking, communication, character education, citizenship and collaboration) are crucial building blocks for success
- School based interventions promoting Social Emotional Learning (SEL) have large and long term positive impacts. (SEL = 21st century skills, character, grit, agency (or the power one person has over their own life), Growth Mindset, resilience, empathy, self-awareness, self-regulation, social awareness and relationship management)
- Every student can and will learn in a caring climate of accepted differences
- Each child will be given the opportunity to achieve their personal best
- Classrooms should be attractive, stimulating, safe and fun
- Quality teaching leads to quality learning
- Strong parent partnerships are valued at all levels and enhance our school environment.

School Details:

Address: 1 Pacific Highway, Tuggerah 2259 **Phone:** 4352 1116

Email: tuggerah-p.school@det.nsw.edu.au **Website:** tuggerah-p.schools.nsw.gov.au

Administration Hours: 8.30am-3.15pm **Administration Manager:** Melinda Kain

Administration Officers: Sally Smith, Laila Ware, Kathie Trypas

When you ring or come into the office you will speak with one of these staff members. They will provide you with assistance or alternatively direct you to a member of the Executive or Teaching staff. Parents are encouraged to contact the school at any time when requiring information or wishing to speak to school staff.

The Principal, Teachers and Support Staff are available to meet with parents and discuss issues or answer questions. To enable us to provide enough time, **please make an appointment**. You can do this by contacting the office.

Our Staff:

Tuggerah Public School has 460 students, one Principal, one Acting Deputy Principal, three Assistant Principals, one School Administrative Manager, three School Administrative Officers, thirty teaching staff (which includes Librarian, Release from Face to Face and English and other Language Dialects), one School Counsellor (1.5 days per week), two General Assistants and two cleaners. We also employ around ten School Learning Support Officers (SLSOs) to assist our students with special learning needs.

2020 Term Dates and Holidays

Term 1	Staff Development Day (Teachers only) 28 th January Students Return 29 th January Easter 10 th – 13 th April Last Day of Term 9 th April
Term 1 Holidays	13 th April – 26 th April
Term 2	Staff Development Day (Teachers only) 27 th April Students Return 28 th April Last Day of Term 3 rd July
Term 2 Holidays	6 th July – 19 th July
Term 3	Staff Development Day (Teachers only) 20 th July Students Return 21 st July Last Day of Term 25 th September
Term 3 Holidays	28 th September – 11 th October
Term 4	Students and Teachers Return 12 th October Last Day of Term for Students 16 th December Last Day of Term for Teachers 18 th December

School Routine

8.30am	Playground supervision begins. For safety reasons no students are to be on the school premises (unless enrolled in Before and After School Care – OOSH or other before school planned activities) before 8.30am. Students place their bags in the designated morning line up area and those students with BYOD laptops are to hang their laptop bag on the provided special purpose hooks. In the event of wet weather, music will play indicating that students should proceed directly to their classroom where they will be supervised by their teacher.
8.50am	A 'DING" will sound to notify parents to move away from lines due to overcrowding.
8.55am	Music will play and this signals students to line up in their designated areas where their teachers will collect them.
9.00 am	Learning commences
9.00-9:10am	Fruit Break
11.00 am-11.10 am	Music will play to signal that recess is beginning. Students eat either under the COLA or in their classroom while supervised by teachers.
11.10 am	Play begins
11.30 am	Music will play and recess ends
1.00 pm – 1.10 pm	Music will play to signal that lunch is beginning. Students eat either under the COLA or in their classroom while supervised by teachers.
1.10 pm – 1.50 pm	Play time. Music will play at 1.50pm and lunch ends
2.55 pm	Music will play to signal the end of day. Each class is escorted to the COLA where parents and OSHC can collect the students. Other children will line up in their bus lines or Kiss and Drop lines. Students, whose parents/carers are late, must wait in the school office. If you are running late please telephone the school office on 4352 1116 allowing plenty of notice so we can get this message to your child in time. Students, parents/carers must leave the school site by 3.15 pm.

N.B. It is very distressing for children to be left at school if you are late. Staff also have many meetings after school and it is difficult for us to sit with your child until you arrive at school.
If your child is left at school at the end of the day and we are unable to contact you, we are obliged to take them to Wyong Police Station.

(In the event of wet weather, students remain in their classrooms with their teachers).

Enrolments

Residents within the Tuggerah Public School catchment area are given priority of access to the educational services at Tuggerah Public School.



The law in NSW states that all children between 6 and 17 years of age are required to attend school regularly. For parents interested in enrolling children at Tuggerah Public School, an Application to Enrol in a NSW Government School form must be completed. This form is available from the school office or our website. The school also requires details of custody rights, medical history (where appropriate) and proof of address.

Enrolment Process

Kindergarten is recognised as the first year of school in NSW. Full-time attendance in Kindergarten provides students the foundations they need for successful learning in Year 1.

An Extended Transition Program for children about to start Kindergarten and Year 7 runs at various times throughout the year preceding children commencing either Primary or High school. The 1st information evening regarding Kindergarten Transition takes place in March. The benefits gained from Transition range from social support and less fear of starting school, to teachers being able to determine exactly where to begin with each child academically. The program is very beneficial to both the children and the school. More details will be sent home closer to the commencement of each year's program.

To be eligible for Kindergarten, a child must turn five years old by 31st July in the year they start Kindergarten.

Birth Date	2018	2019	2020	2021	2022
Child born 1 Jan 2012 to 31 July 2013	Kindergarten	Year 1	Year 2	Year 3	Year 4
Child born 1 Jan 2013 to 31 July 2014		Kindergarten	Year 1	Year 2	Year 3
Child born 1 Jan 2014 to 31 July 2015			Kindergarten	Year 1	Year 2
Child born 1 Jan 2015 to 31 July 2016				Kindergarten	Year 1
Child born 1 Jan 2016 to 31 July 2017					Kindergarten

If enrolling for the first time in a NSW Government primary school, a copy of the child's birth certificate (or alternative document such as passport or visa if a birth certificate is not available) must be provided. In addition, students enrolling who are not Australian Citizens are required to provide proof of their enrolment eligibility through presentation of their current passport and visa.

All new enrolments must be arranged through the school office. Enrolment packages are available from the school office. An appointment will be made with the Deputy Principal or Principal for an interview with parents/carers together with the enrolling children. It is suggested that copies of recent report cards and any other relevant information be brought to the interview to assist with class placements.

Parents of children enrolling from interstate will consult with the Deputy Principal and/or Principal to determine the most appropriate year level placement for their child.

Transfer of Students

Transfer forms will be forwarded from the old school by office staff for students transferring into Tuggerah Public School. Work samples and a form showing the pupil's progress will be sent with the student. Confidential forms, including Health Record Cards and Counsellor Files, will be sent after a request is received from his/her new school.

School Uniform

Our school uniform identifies our students as belonging to Tuggerah Public School. School uniform reinforces in students a pride in their own appearance and the school. It's great to see the new Tuggerah Public School uniform has been received so enthusiastically by the children.

Tuggerah Public School has a Uniform Policy which is available on our website, that requires all students to wear the correct school uniform. This policy aims to promote a sense of inclusiveness, non-discrimination and equal opportunity; develop a sense of belonging, pride and identification with our school; maintain and enhance the positive image of the school in the community; and increase the personal safety of students and staff by allowing easier recognition of visitors in the school.

Implementation of Uniform

- The school uniform applies during school hours, while travelling to and from school, and when students are on school excursions (unless specified).
- Summer and winter uniforms, as well as sports uniforms, are available and are required to be worn.
- Minimal jewellery is allowed. Stud earrings worn in the ears, plus watches and Fitbits are the only acceptable jewellery that a Primary school aged child needs to wear.
- School hats need to be worn at all times in the playground, for sport and on excursions (unless specified). With sun safety in mind, the school has a No Hat No Play policy. Students not wearing a hat are required to remain in the COLA during recess, lunch and sport sessions. **Please label your child's hat.**
- The principal and staff will be responsible for implementation of the school uniform.
- Parents seeking exemptions to the school uniform due to religious beliefs, ethnic or cultural background, student disability, health conditions or economic hardships must apply in writing to the Principal.
- The Parents and Citizens Association of Tuggerah Public School in conjunction with the Principal will negotiate suitable uniform suppliers in the local area and operate a second hand uniform pool for parents.

How to buy the School Uniform

Currently we run a uniform shop that is open Tuesday afternoons 2.15-9.15 and Thursday mornings from 8.40am am to 9.15 am and 2.15 pm to 2.45 pm. The school is in partnership with LOWES as an additional option and we will notify you when this is available.

Below are some pictures of our Summer and Sport Uniforms.



Girls Culottes Unisex T-Shirt



The 4 House Colour Sports Shorts with unisex navy blue sports shorts



Lost Property

Un-named lost property is kept for **ONE WEEK ONLY** at the office. Parents and students are welcome to check the tub outside the front office. Items are displayed intermittently at assemblies before returning to the uniform shop and sold as second hand uniform. To assist in having lost clothing returned, please label ALL clothing.

Change of Address/Circumstances

The school needs to contact parents when a child is sick, has had an accident or have not been picked up from school. Therefore, current telephone numbers are essential. Should you, at any stage, have a change of address, telephone number, email address, doctor or anything that is relevant to your child PLEASE let the school know as soon as possible - emergencies do occur and the school needs to be kept up to date with this information. If contact is necessary it is made in this order: mobile phone, work, nominated emergency contact person.

Absences

Attendance at school is mandatory unless:

- The child is sick - doctor's certificates can be required for consistent absences and/or after the second day absence.
- The child is on leave, only for needs such as:
 - Misadventure or unforeseen event
 - Participation in special events not related to the school
 - Domestic necessity such as serious illness of an immediate family member
 - Attendance at funerals
 - Recognised religious festivals or ceremonial occasions
- As per government dictate, holidays will now be considered as 'leave'. These absences are still tallied against a student's record; as exemption can no longer be given for family holidays. **Holidays during school time still need to be approved by the Principal**


Absences for children who stay away for other reasons such as '**we went shopping**', '**it was their birthday**' and the like, are not justified and under the Department of Education guidelines will be recorded as an 'unjustified' absence.

It is also a requirement of the NSW Department of Education that the school be notified regarding any absence. For full day absences parents need to write a note of explanation, and this should be signed, dated and returned to the class teacher on the first day of your child's return to school. Alternatively, parents can phone the school office where a verbal absence notification is made, or fill in an electronic note via Skoolbag or School website. If your child requires a partial absence from school in order to attend an appointment, eg doctor or dentist, you will need to go to the school office to sign your child in or out and receive a partial absence slip.

Parents intending to take their child on an extended holiday over 3 school days should consult the school regarding school work while away. Unsatisfactory attendance is reported to the Home-School Liaison Officer. Applications for 'Exemption From School' forms must be completed by the parent/carer for absences of 3 days or more, prior to the absence. These are available from the school office.

Attendance Award

Students who achieve an attendance record of 98% attendance and above (excluding a history of late arrival or early departure) will receive an Attendance Award each semester.




EVERY DAY COUNTS....

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!



Punctuality

Punctuality is an important organisational and social skill. School (including Kindergarten classes) begins at 8.55 am. Children are expected to be organised before learning commences, i.e., put away their reading folder/homework, hand in notes and canteen orders.

REGULARLY ARRIVING LATE IS DISRUPTIVE TO THE CLASS AND UPSETTING TO YOUR CHILD.

Student Pick-up

It is important that your child knows what travel/pick-up arrangements you have made. If those arrangements have to be changed unexpectedly please notify the school in plenty of time. We do not have the ability to sometimes get a message to a child if you ring up at the end of day or close to the end of day as classes may not be in their room. Please inform the school if someone else is collecting your child. If the school does not receive formal notification children will follow normal routine. Any student not collected will be taken to the office and the parent/carer contacted. If we are unable to contact you, we are obliged to take the student to Wyong Police Station.

Car Parking

As Tuggerah Public School is rapidly growing there is **not** a designated parent car park. The Staff Car Park is for **STAFF ONLY**. Parents need to park either in Tonkiss Street, or if available, in the few spaces in Fowler Road and across the road (opposite the Florist) in the signed, designated time zones. **Please do not park in the Kiss and Drop Zone in pick-up and drop-off times** (these times and zones are clearly marked). Please be aware that the Police and Council Rangers are extremely pro-active around our school. **Do not park at the Florist or in front of houses or driveway near the school.**

Medications

Medication cannot be administered at school unless it has been prescribed by a doctor and it must be accompanied by a signed and dated permission note/health care plan from the parent/carer and Doctor. Prescribed medication must be in the original container or pill dispenser, providing accurate information and clearly marked with the dosage. The school staff does not administer paracetamol, cough mixtures or over the counter medication. All medication must be handed in at the school office for storage in the first aid room. Do not send medication in your child's bag. Asthma, Diabetic Medication and EpiPens should be kept on the child at all times.

Sickness and accidents

Health issues in schools are extremely important. Parents are therefore asked to cooperate in complying with any requests from the school concerning health issues. Children who become ill during school time are sent to the sick. A decision might be made to inform parents and request that they collect their child from school, as we do not have the facilities to look after sick children for any length of time.

Occasionally children do have accidents and first aid is given. In the case of more serious accidents an ambulance is called. Parents are notified immediately.

Please see below concerning procedures relating to infectious diseases and contagious skin conditions. **Please advise the office immediately if your child is diagnosed with any of the infectious diseases.**

Disease	Period of Exclusion
Chicken Pox	5 days from start of the rash, or when all blisters have been crusted.
German Measles	4 days from appearance of the rash.
Viral Hepatitis	On receipt of a medical certificate child may be readmitted to school.
Conjunctivitis	Until discharge from eyes has ceased.
Impetigo (School or Septic sores)	Exclude from school until treatment starts. Sores should be covered with a watertight dressing.
Pediculosis (Head Lice)	As long as effective treatment is underway children can attend school. Brochures detailing treatment can be found at any chemist.
Measles (rubella)	Onset of symptoms and at least 4 days after appearance of rash.
Mumps	Until child has fully recovered and for 9 days after the appearance of swelling.
Ringworm	Until all evidence of the disease has disappeared or a medical certificate is produced stating that treatment has been successful.
Scabies	Return to school when appropriate treatment has commenced, supported when requested, by a medical certificate.
Whooping Cough	Exclude for 14 days from onset of illness or until 5 days of a 14 day course of antibiotics have been completed, supported by a medical certificate.
Diphtheria	Onset of symptoms. The treating Doctor gives written confirmation of 2 negative throat swabs (the first swab taken at least 24 hours after the child finishes a course of antibiotics) and the second swab taken 48 hours later.
Enterovirus 71	Onset of symptoms and the treating Doctor gives written confirmation the virus is no longer in the child's bowel movements.
Gastroenteritis	Onset of symptoms until the child has not had a loose bowel motion or vomiting for a period of at least 24 hours or if a laboratory test confirms a norovirus then for at least 48 hours.
Haemophilus influenzae type b infection (invasive)	Onset of symptoms and until the treating Doctor gives written confirmation that the child is no longer infectious.

Hepatitis A	Onset of symptoms until the treating Doctor gives written confirmation that the child is not infectious.
Meningococcal Infection (Invasive)	Onset of symptoms until the treating Doctor gives written confirmation that the child is no longer contagious.
Paratyphoid	Onset of symptoms until the treating Doctor gives written confirmation that the child is not infectious after: -the child has completed an appropriate course of antibiotics and -the child has not had a loose bowel motion for at least 24 hours.
Poliomyelitis – wild type and vaccine associated	Onset of symptoms and until the treating Doctor gives written confirmation that the child is not infectious, but not earlier than 14 days after the onset of symptoms.

Information taken from The Public Health Act.

Immunisation

The NSW Department of Health recommends that all children entering school be fully immunised. Your child will be in contact with many other children and infections spread easily in these circumstances. If your child has not been immunised against measles, or even if you are unsure, the Measles Vaccine (which includes vaccination against mumps and rubella as well) is recommended.

Emergency Contact

The emergency contact is someone known to the child whom we can contact if parents are unavailable. In the case of medical emergencies, the school will seek the appropriate medical attention either immediately or as soon as you have been notified.

School Counsellor Service

All children have access to the School Counsellor who assists parents and staff in the identification of learning difficulties, and helps in the areas of personal development, self-esteem, and interpersonal relationships.

The School Counsellor is also available to parents and contact can be made through the School. A permission note is required before testing is administered by the School Counsellor. With significant issues Our School Counsellor acts like a triage and our Counsellor will refer you on to specialist personnel for long term care. The school and our Counsellor will then work in partnership with this professional for the safety and wellbeing of your child.

Use of School Facilities

Any person or group wishing to use the school facilities should approach the Principal for permission. A Community Use of School Facilities form needs to be completed to cover insurance etc and, in some circumstances, a nominal fee paid.

Changes in Routine

If you wish to take your child out of school during the day, please call at the office to sign out before going to the classroom. This is necessary to ensure your child's safety and to avoid unnecessary disruptions to classroom routine.

No child is allowed to leave the school grounds during the day without written permission.

School Assemblies

Assemblies are held fortnightly with K-2 and 3-6 on alternate weeks in the school hall. (Notified through the school newsletter and/or Dojo). During these assemblies merit cards and awards are presented and classes share their achievements. Parents and other family members are welcome at the Tuesday assemblies. Assemblies are occasionally cancelled if there has been a change to routine. You will be notified if your child is receiving an award.

School Houses

Our school houses are **Ironbark** (yellow), **Mahogany** (red), **Bluegum** (blue) and **Cedar** (green). Students are allocated to houses when they enroll at the school. All siblings are allocated to the same house.

School Leaders

School Captains and Prefects for the year are elected from the nominees of staff and students. Only students going into Year 6 are eligible to stand for election, with elections being held at the end of each year for the following year. Students who have had regular or serious recorded behaviours will not be eligible for nomination. If your child wishes to run for school captain they **MUST** adhere to the strict guidelines, with regards to the preparation of their speech and handing in their nomination form.

Peer mediation

The school leaders are involved in the peer mediation program which invites students to take responsibility for their actions by working together to find solutions to conflict. Two trained students (mediators), with close staff supervision lead the disputants through a structured process. It aims to:

- increase awareness of how conflict can affect peoples' lives
- improve communication between students and between teachers and students
- teach students skills such as listening, critical thinking and problem solving
- empower students by having them take greater responsibility for resolving their own disputes.

Our school leaders as peer mentors, are easily identified by the students in the playground wearing the orange vests.

Money Collection

Please return signed permission notes and **EXACT** money for excursions/visiting performances to the school promptly - your child **might be excluded** from activities if permission notes/money are not returned. Due to the new LMBR system we require **strict closing dates** and unfortunately we will be unable to take money after these closing dates. You may also pay online – see the website for details.

When sending money to school, please **use a sealed envelope stating the child's name, class, amount and reason. Please ensure the envelope is completely sealed to reduce the risk of money becoming lost.** Payment should accompany a payment slip/note.

Notes/money are to be given to teachers at the beginning of each day. They are then sent to the office in the class folder. **Please also note that the school office has no facility to provide change and that foreign currency is not legal tender.** The school does have online payment facilities.

POP (Parent Online Payment)

Parents are able to make online payments to the school for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa or Mastercard credit or debit card. The payment page is accessed from the front page of the schools website by selecting 'Make a Payment' on the navigation bar or Skoolbag app.

Payments made prior to 6.00 pm will be processed the following working day, any payment made after 6.00 pm will not be processed the following day, but the day after that (i.e. a payment made at 8.00 pm on Monday night will be processed and appear in our system on the Wednesday). This is the schools **preferred** method of payment.

Student Banking

The Commonwealth Bank has student banking schemes. Application forms can be picked up at the bank.

All children hand their banking to their class teacher upon entering the classroom first thing in the morning. In most cases, deposit books are handed back to pupils the next day. Money cannot be withdrawn through the school.

Scripture

Special Religious Education (SRE) lessons are provided every week and are taught by visiting clergy and lay teachers. When completing an application to enrol, parents are asked to select the option they would like for their child. This choice can be changed throughout the year if needed. The following options are available to students:

Catholic

The Catholic Church sees the education of Catholic children in the Faith as integral and key to its mission. Catholic SRE Teachers (also referred to as Catechists) are volunteers who are approved, authorised, and trained by the local parish and Dioceses of the Catholic Church. Our volunteers ensure that children attending Catholic SRE classes receive lessons about building a relationship with Jesus and understanding his message of salvation. They also give them background preparation for the Sacraments that may be available to their age group.

Interdenominational

At Tuggerah, Protestant Christian Special Religious Education delivers approved programs that explore Christian Scriptures, core Christian beliefs, and examine how the teachings of Jesus call us to make good life choices in our relationships. Scripture Teachers utilise a variety of teaching methods that allow students to respond to lessons via writing, group discussion, music and song, drama and prayer. All these teachers are people of faith and volunteers from local churches. They all meet state child protection requirements and are trained, authorized and use an approved curriculum.

Ethics

Ethics is a branch of philosophy that examines ethical concepts and issues, asking what is right or wrong in particular circumstances. The ethics curriculum comprises a wide range of age appropriate topics that primary-aged children find interesting. Students learn to think about ethical matters and engage in the give-and-take of reasoned argument. This process allows them to properly consider other people's points of view and to be sincere, reasonable and respectful in dealing with their differences. The K-6 curriculum has 78 topics, starting with Questions and Puzzlement, introducing children to the foundation of ethical thinking.

Children in the younger primary years examine issues such as being left out, sharing and bullying, while older children reflect on issues such as homelessness, fairness and teasing to help them consider the feelings and interests of others – one important aspect of moral reasoning. Other aspects include understanding consequences, having empathy and

appreciating difference. Research shows that well-reasoned moral judgement does not develop automatically as young people mature and that these skills are best developed using the methods we employ in ethics classes. Once acquired, these skills accompany individuals into adulthood.

Non-Scripture Classes

The school offers non-scripture as an option during special religious education classes for children who do not wish to attend any other class. During these times students complete independent writing, study or may even complete their homework.

School Development Days

Schools are allocated five school development days per year for the professional development of staff and parents (if relevant, by invitation). These are held on Day 1 of Terms 1, 2, 3 and usually the last two days of Term 4, however, School's can apply to the Director for a Variation and weekends or afternoons can be allocated to use these days. Parents are asked to support these days and assist in making them pupil free.

Excursions

It is important that children be exposed to excursions and performances by visiting groups as these are a planned part of each class's curriculum. It is equally important that parents give such excursions and performances their support.

School Photographs

School photographs will be taken annually, generally in Term 1.

Personal Belongings

It is best to keep toys and personal belongings at home. There are to be NO MOBILE PHONES at school. Please do not send your child to school with a phone or contact them through the day on said phone or via their school or personal email.

Valuables

Students are responsible for their own property.

- Should an iPod, mobile phone, laptop (please read BYOD Policy careful for older students), money, CDs or other items of value be brought to school it should be understood that the school accepts no responsibility for its replacement should it be lost, broken or stolen.
- If circumstances require bringing an item of value to the school students must secure such items with the office or with the class teacher.
- All clothing, books and equipment should be clearly and permanently labelled with the student's name.
- All K-6 students are not allowed to bring a mobile phone to school as the capability

exists for the inappropriate use of video or photo taking. If a phone is brought to school it will be locked in the Office for the day.

Telecommunications Policy

The use of telecommunications technology has now become the norm rather than the exception in society today. Students, parents and teachers are accessing this facility on a regular basis. Our core business of teaching and learning needs to be conducted in an environment free from unnecessary distraction or disruption. Therefore, the school discourages the bringing of mobile telephones to school by students but we accept there are times when it might be deemed important.

Expectations

Students

- If a mobile telephone is brought to school, it is entirely at the owner's risk. The school will not be involved in disputes and / or investigations over damage, loss or theft.
- If students bring a mobile phone to school then they must be left at the office, switched off for the entire day.
- Parents are not to contact students by mobile phone. If parents need to urgently contact a student they should follow normal procedure and contact the school which will then contact and support the student as necessary.
- If you receive a text or call from a student via their mobile during school hours please contact the office for further details.
- If these procedures have not been followed, the phone will be confiscated from the student and the parent will be asked to collect it from the school office.
- Students may be suspended or expelled if they use their mobile inappropriately, i.e. filming, cyber bullying etc.

School Bags

It is important for students to have a backpack which fits them properly and comfortably, and to make sure they carry only what is essential to their daily needs. The weight of a packed school bag should not exceed 10% of the student's body weight, otherwise abnormal posture adjustments made to accommodate the weight of the bag could lead to back, neck and shoulder pain and associated problems later in life. When loaded, the bag shouldn't sag or pull backwards and both shoulder straps should be properly adjusted and worn over both shoulders. It is also important not to carry a heavy bag for too long.

Teacher Release Program (RFF)

Every teacher is entitled to two hours 'release from face to face teaching' (RFF) each week for preparation, planning, marking student work and attending meetings. This time is provided by an RFF teacher and also through Library lessons. The RFF program focus changes from year to year according to school priorities. This program provides all students with the opportunity to work with a range of teachers each week.

Class Structure and Organisation

All staff at Tuggerah are qualified to teach Years K-6 and so from year to year are assigned to different year levels. This is done to provide the best educational opportunities for all students. Students are placed into classes each year with a great deal of care and consideration and a range of factors are considered. Students are clustered into ability groups within each class so that learning programs can be adjusted for each group within the class to cater expertly for the learning needs of all students.

The school adheres closely to the department's class size policy and ensures classes are as small as possible. Class size averages are as follows:

Kindergarten: 20 students

Stage 1: 22-24 students

Stage 2 and 3: 30 students

At Tuggerah classes are generally formed to be stage-based. This is where children of differing age groups are together. It is always the aim to place children's needs first and classes are formed to best meet students' needs. The key to understanding staged-based classes is realising that growth is determined in stages and not by ages. In the classroom, students are grouped according to their progress rather than their school chronological year. The NSW curriculum is organised by learning stages which equate to year levels as follows:

Early Stage 1 – Kindergarten

Stage 1 - Years 1 and 2

Stage 2 - Years 3 and 4

Stage 3 - Years 5 and 6

No 'one' group is seen to be disadvantaged – all classes in each stage will be given the same opportunities, expectations and strategies. It acknowledges that there are significant individual differences in each child to be addressed regardless of age. The formation of classes can reflect and cater for these individual differences. This multi-age philosophy places each learner at the centre of the considerations of curriculum and classroom practice. Children are able to progress at their own rate without regard for restrictive 'grade' expectations. Research has shown that children become more confident, can operate better as part of a group, are more assertive, become more independent learners and better problem-solvers. They also make friends outside of their standard age-groups, develop tolerance & diversity.

Enrichment Classes

Tuggerah Public School has a Stage 2 and 3 Enrichment Class. Entry to these classes is via strict testing and academic results. Please see the Policy on the Website.

High achieving students are extended at Tuggerah using a variety of learning strategies. This includes adjustment of learning programs within the classroom, special projects and specific extension programs.

Refund Guidelines

At Tuggerah Public School we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal.

NSW Public Schools have a Voluntary Contribution Scheme as well as other payment schemes for:

- An educational service including materials and consumables, administration and facilities for the education of the student
- An education service purchased from a provider other than the school where the provider charges the school and
- A specialised educational program.

A school payment is directed to the purpose for which it is charged. School payments for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance. Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, payments may not be refunded, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child's non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought. It is preferred that refunds be made as a credit against the student's account at the school, and used to offset any future charges.

Overdue Payments

Where payments are overdue the Principal has the discretion to exclude any student from an optional extra-curricular school activity.

School Budget and Fundraising

The school budget is managed by the Principal with the support of a finance committee. Funds are raised to support the school in the following ways:

- Funds are provided by the Department of Education. These are generally for specific purposes i.e. employment of staff, learning resources, utilities, maintenance, library and equipment purchases.
- Each year the school P&C conducts a number of fundraising activities to raise money for the school.
- Submissions made for specific grants committees or organisations which sponsor projects. These may be to provide staffing, resources or funds.

Aboriginal Education

At Tuggerah Public School all Aboriginal students have a personalised learning plan collaboratively developed and regularly monitored to ensure the achievement of Aboriginal students match or better the outcomes of all students. All students learn about Aboriginal culture, histories and experiences. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Our school has a full time Aboriginal Teacher, Torres Strait Islander Teacher and Aboriginal SLSO who work together to promote and support Aboriginal Education by coordinating leadership programs and cultural programs including Dance and Koori Choir groups. We work in close partnership with our local Ngara AECG and recognise the NSW Aboriginal Education Consultative Group Incorporated as the peak Community advisory body to the department on Aboriginal education and training at all levels and in all stages of planning and decision making. All staff have undergone training in 8 Aboriginal Ways of Learning and staff regularly undertake Professional learning to increase their knowledge of Aboriginal students and how they learn. At Tuggerah Public School we are committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

Explicit Teaching and Differentiation

Tuggerah Public School is an Explicit Instruction school. Within classes all children are differentiated for according to their individual needs and are being specifically catered for at an aspirational level. Staff implement differentiated programs that focus on inclusivity and promote student engagement through student centred enquiry.

Support staff are timetabled across the school to support differentiation. Tuggerah Public School's staff constantly check for understanding and provide feedback to children on their learning.

English

In English, students learn to read, write, speak, listen and represent language. 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, plays and visual texts. They begin to understand language structures, punctuation, spelling and grammar. They learn to think in ways that are imaginative, creative and critical.

Mathematics

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. Students use mathematical knowledge to communicate, problem-solve and reason.

Science and Technology

Science and Technology develops students' skills in thinking, investigating and problem-solving. It gives them knowledge and skills in scientific investigation and inquiry, design and applying technologies. Children pose questions, test ideas, and develop and evaluate arguments based on evidence.

Geography

Geography stimulates students' interest in and engagement with the world. Through geographical enquiry, students develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

History

History stimulates students' interests in and enjoyment of exploring the past, to develop critical understanding of the past and its impact on the present, to develop the critical skills of historical enquiry and to enable students to participate as active, informed and responsible citizens.

Creative 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. Students 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 (PDHPE)

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. Students learn how bodies grow and change over time. They learn skills to play individual and team sports, and the values of sportsmanship and teamwork.

We also embed within the KLAs:

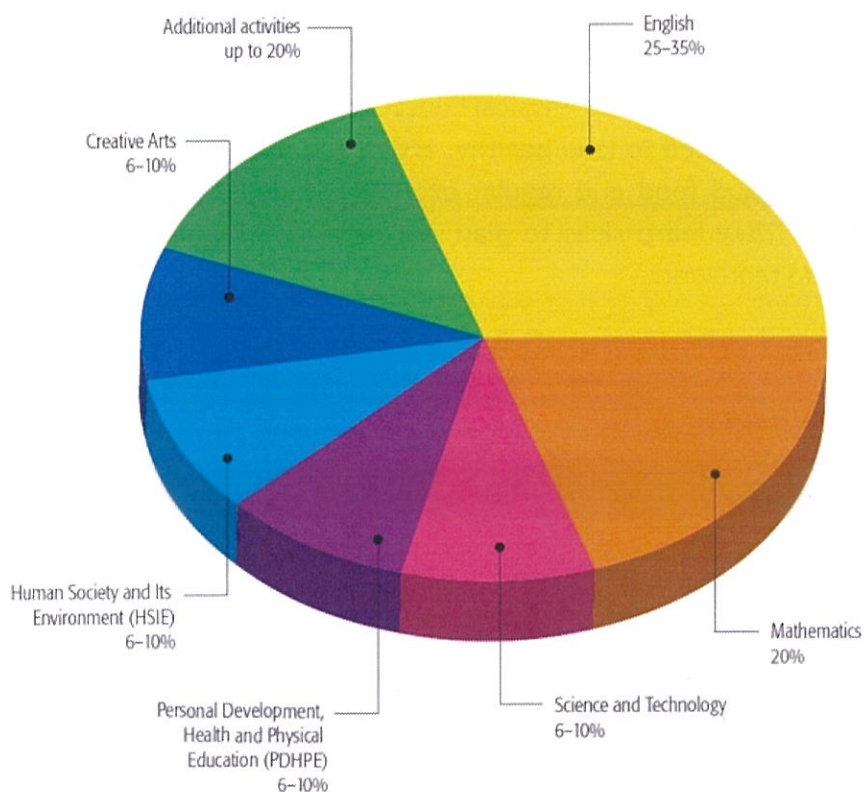
- Getting on Track (GOT IT)
- Inquiry Based/Active Learning
- Growth Mindset pedagogies
- AVID
- Focus on Reading
- L3
- Lexile Reading (3-6)
- QuickSmart (Mathematics)
- Macq and MiniLit
- Sports in Schools
- Digital Citizenship
- Life Skills
- Financial Literacy
- Children's University

BYOD Program

Tuggerah Public School has a BYOD (Bring Your Own Device) Program as we believe developing and maintaining students that are well versed in Information and Communication Technology (ICT) will set students up for future success. Through the implementation and integration of technology in the classroom setting, students are able to engage in authentic, meaningful and 'Future Focused' learning experiences. Students who adopt and excel in the field of technology will embrace and master the new challenges that face us today and those that will be present tomorrow (Growth Mindset).

How much time will be spent on each subject?

The Board's syllabus requirements can be taught in 80% of a typical 9 am to 3 pm five-day school week. The remaining 20% of the school week is left free for additional activities at the school's discretion. For example, this time can be used for assemblies, sport, religious education and special projects. English and Mathematics make up about 50% of the school week. This is equivalent to at least 12 hours each week. The other subjects are spread across the remaining time as indicated below. The 6–10% of time noted below represents between 1.5 and 2.5 hours per week.



Homework

Tuggerah Public School believes a more holistic approach to homework. Reading, writing and counting (multiplying, dividing, adding, subtracting) should be undertaken every night however. Children should want to read every day as all learning is underpinned by reading. Stage 3 and sometimes Stage 2 will be required to complete an assignment/project at home that may take several weeks. Parents have the option of asking their child's teacher to provide traditional homework.

I have provided some ideas of what Homework may look like in your household.

Play an outdoor game with one or more members of your family	Spend 30 minutes on Wushka, Athletics	Help make your bed	Spend 30 minutes on your assignment	Walk your dog with a family member	Play an outdoor game with one or more members of your family
Make something using art and craft materials	Play a board game with a family member	30 minutes on playing mathematical card games	Help make a healthy lunch for school	Write a diary entry about your weekend	Write a novel

Years 3 & 5 National Testing

Each student in these year levels will participate in national tests in Literacy and Numeracy except if eligible for exemption or if they are withdrawn by parents. Reports are sent home and students requiring assistance are identified.

All testing is now online.

Year 6 to High School Transition Program

Throughout the year, all children in Year 6 will be involved in the High School Transition Program. This program will enable students to meet and talk to some of the teachers and administrators at Wyong High School, to be introduced to the surroundings and to learn some procedures of high school. All students are required to attend as they will benefit greatly from this opportunity.

Learning Support

Supporting classroom teachers to respond to the complex learning needs of students with disabilities is a priority. Collaboration with the Principal, School Counsellor, EALD teacher, Community service organisations, Paediatricians, Psychologists, Occupational Therapists, Speech Pathologists, Yarran Early Intervention Services and most importantly parents/carers is paramount to developing individual based programs and gaining funding aimed at supporting students with specific behavioural, emotional, physical, social and intellectual needs. Monitoring and regular review meetings are an integral part of student support at all times.

All teaching programs have evidence of disability adjustments for students with disabilities as required by the Nationally Consistent Collection of Data.

Additional Learning Needs

Students who have additional learning needs or need adjustments made to their programs to maximize their learning, are supported by a specialist learning support teacher, (SLSO) who works in consultation with the classroom teacher. Individual and small group programs are developed to target specific learning needs and make individual accommodations for these children.

English as an Additional Language or Dialect (EALD)

At Tuggerah we provide EALD support through a variety of programs from Kindergarten to Year 6. A child entering Tuggerah school with little or no English will receive intensive English lessons during the week with a specialist teacher. As children from non-English speaking backgrounds develop English language skills they are regularly supported in the classroom by specialist teachers who plan and work with the classroom teacher. This involves joint teaching, working in small groups or sometimes withdrawing small groups of children for a more individual style of learning.

Assessment and Reporting

The school has a comprehensive and rigorous assessment and reporting policy which ensures student learning is assessed and evaluated regularly, allowing teachers to design learning programs which meet the individual needs of each child. Assessment for learning acknowledges that assessment should occur as a regular part of teaching and learning and that the information gained from assessment activities can be used to shape the teaching and learning process. Assessment of learning enables teachers to report on the status of student learning at various points in the teaching and learning program and involves teachers making professional judgements of student achievement, based on evidence collected from both formal and informal measures of each student's performance, over time on a number of assessments for learning activities. Assessment strategies include collecting work samples, observation, individual conferencing with a student and formal assessment tasks.

The school is committed to ensuring parents are key partners in their child's learning. Teachers are happy to talk to parents about their child's progress and learning programs at any time throughout the year. The following assessment and reporting schedule also ensures regular communication between home and school: Early Term 1 Parent Information and Goal Setting evening. Term 2 formal written Student e-reports. Early Term 3 Student Led Conferences. Term 4 formal written Student e-reports.

Extra Creative Arts

Our school's performing arts programs inspire and further students in the areas of creativity and performance. Tuggerah has an outstanding reputation and record of providing its students with a broad range of quality experiences in the arts. High student participation continues to be a key feature of arts programs.

Our students have the opportunity to take part in the following performing arts ensembles and initiatives: Dance (Central Coast, School Spectacular and Wakakiri), Choir (Koori and Central Coast Choral), Ukulele Ensemble and starting in 2018, Drum Corp (Bucket drumming and African Drumming)

Clubs

Interest groups will be offered throughout the year based on creative and critical thinking and the arts. Celebrating the arts and cross curricular activities reflects our educational goals of "Learning for Life" which aims to improve learning outcomes for every child, in every classroom, in every community to provide the best success in work and in life. Student engagement in these pursuits can help improve educational outcomes by boosting motivation and creativity, building confidence and self-esteem, leadership skills, co-operation and collaboration as well as forging friendships and a sense of wellbeing. The students will be grouped from K-6 and there will be a strong emphasis on peer support elements.

Sport

Kindergarten – Year 2 Sport

Kindergarten: Sport in Kindergarten introduces Early Stage 1 students to games and activities that foster cooperation, teamwork and the ability to listen to and follow directions.

It also focuses on developing students' fundamental movement skills, (static balance, vertical jump and the sprint run) and the development of students' physical awareness of the body in time and space.

Stage 1: Stage 1 sport further focuses on developing students' fundamental movement skills using equipment in minor games and sporting activities.

Year 3-6 Sport

Stage 2: Stage 2 sport focuses on manipulative skills such as throwing, catching, dribbling, striking, kicking, trapping, spatial awareness, minor games, athletics, swimming, teamwork, rules, tactics, refereeing, safety.

Stage 3: Stage 3 sport focuses on the same as Stage 2 but at a higher level. 2018 saw us involved in an inter-school sport competition with Wyong Public School and will continue into the future.

Swimming

The school offers an intensive two-week swimming program in Term 4 benefiting our Kindergarten and Year 1 and 2 students. The results of this swimming scheme are very positive, with all children involved moving up in their swimming level.

Sporting Carnivals

Our carnivals promote a fun and friendly atmosphere where students can display their skills in both competitive and non-competitive settings.

The 3-6 swimming carnival caters for all children aged 8-13. Both competitive and non-competitive races are offered and there is an impressive participation rate amongst our students. In the afternoon the K-2 students will join the Carnival and participate in novelty events.

Our 3-6 cross-country carnival is a fantastic community event and is held at the school. Students train several times a week leading up to the carnival and run a two-three kilometre course, aiming to improve on their personal best times.

The 3-6 athletics carnival is also held at Mingara and caters for all children 8-13. This event allows students to demonstrate their skills in field and track events.

We also hold a K-2 Athletics Carnival every second year to teach these skills in preparation to the 3-6 carnivals in later years. These activities are not timed or places recorded as the focus is on participation, skill development and fun.

Student Leadership

Student leadership programs are an important component of the broader learning opportunities provided to our students. They work closely with the Principal and staff to contribute to school decision making and improvement as well as lead assemblies and represent the student body at official occasions. The range of leadership roles available at Tuggerah Public School include School Captains, Vice School Captains and School Ministers, Sporting House Captains and Vice Captains, School Parliament Members, Environmental Eco Warriors, Sound Crew and Flag Bearers.

Student Wellbeing

Our highest priority at Tuggerah Public School is to create a school environment in which students are safe, secure and feel cared for. We commit to ensuring all students are engaged in learning and develop into confident, resilient citizens with strong positive values. Student wellbeing is a priority within all school programs. Students are encouraged to become active and empowered members of our school community. The school has a detailed student wellbeing policy which outlines how our school community will promote and maintain student wellbeing in our school for all learners. We have aimed to have clearly defined values, expectations, rewards and procedures which allow students to develop positive behaviours and social capabilities.

KidsMatter

Tuggerah Public School is a KidsMatter school. KidsMatter is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. It is a flexible, whole-school approach to mental health promotion, prevention and early intervention. At Tuggerah, we value the mental health of our students and support the ongoing relationship between school and community. Please take a look at the KidsMatter website and the parent information sheet: KidsMatter Parent Info.

KidsMatter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. It can be tailored to schools' local needs.

Through KidsMatter Primary, schools undertake a two-to three-year cyclical process in which they plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

When schools take on KidsMatter, they build on the work that they are already doing in these areas.

Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers. Good mental health in childhood also provides a solid foundation for:

- managing the transition to adolescence and adulthood
- engaging successfully in education
- making a meaningful contribution to society.

School is the most significant developmental context, after family, for primary school-aged children. Schools play a crucial role in building children's self-esteem and sense of competence. They can also act as a safety net and assist in protecting children from circumstances that affect their learning, development and wellbeing.

Structuring KidsMatter Primary into the four component areas is a way of making the task of working to improve student's mental and health and wellbeing in schools more manageable.

The four components are:

1. Positive school community
2. Social and emotional learning for students
3. Working with parents and carers
4. Helping children with mental health difficulties.

Each component is unpacked into more specific target areas and goals to help schools with their planning.

For more information and resources, go to: <https://www.kidsmatter.edu.au/primar>



School Community Charter

 Collaborative. Respectful. Communication.

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

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with respect

We Prioritise the wellbeing of all students and staff

Unsafe behavior

is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
a part

We work
in partnership to
promote
student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with upcoming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://www.education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

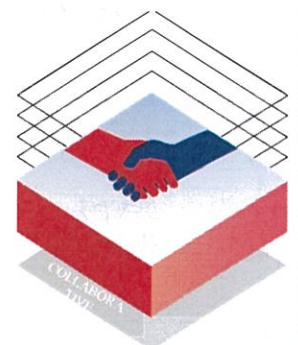
Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



	Minor Incident Teacher Managed	Major Incident Teacher Managed Repeated: Exec Action	Serious Incident Principal Action
<u>Physical Violence</u>	Pushing/ shoving/ hitting	Pursuing to fight	Striking / punching
<i>Respect, Responsibility</i>	Spitting	Intention to provoke violence	Fighting
	Grabbing at body or clothing	Spitting at others	Assault teacher
<u>Unsafe Play</u>	No hat	Tackling / striking during a game	Aggressive use of projectiles as weapons
<i>Respect, Responsibility</i>	Hands and feet not kept to self in games	Playing a banned game	
	Playing with / tossing sticks or rocks	Intentionally throwing sticks or rocks	
	Running on hard surfaces		
<u>Inappropriate language</u>	Low level negative comments /body language	Intentional swearing	Verbally aggressive
<i>Respect</i>	Backchat		Swearing at staff
	Accidental use of inappropriate language		
<u>Non- Compliance</u>	Not following instructions	Repeated refusal of request	Absconding from school grounds
<i>Respect, Excellence</i>	Littering		Hides under buildings
<u>Harassment</u>	Isolated put downs		Bullying Threats
<i>Respect</i>	Annoying / chasing wildlife	Harassment (racial, sexual, cyber)	of harm
		Invading privacy in toilet	Repeated harassment
<u>Out of bounds</u>	Playing in non-play areas or toilets	Going to unsafe areas out of sight from teacher e.g. into classrooms	Absconding from school grounds
<i>Responsibility, Excellence</i>	Late to lines		Hides under buildings
	Climbing on fences / railings		
<u>Destruction of Property</u>	Damage to property caused by careless use	Theft	Intentional major property damage
<i>Responsibility</i>	Using property of others without permission e.g.; taking hats, toys	Intentional damage to property	Damage that may cause harm to others

GOT IT PROGRAM

GOT IT, a Social Emotional Learning (SEL) initiative is based on the Second Step Social-Emotional program which gives students the tools to excel in and out of the classroom. The program garners outstanding reviews from educators who've noticed school wide improvement and see even the most challenging students make progress in emotion management, situational awareness, and academic achievement.

GOT IT and Second Step promotes lifelong success from early learning through grade 8 where students learn invaluable skills that help them navigate their way through school as well as their community. Second Step's age-appropriate games, activities, and media engage students and set children on a path to lifelong success.

PATCH (Playground Areas That Create Harmony)

Primarily targeting students requiring assistance with focus behaviours such as anger management and safety concerns. Anger Management and Mindfulness programs are utilised with one teacher running the lessons for 20 minutes daily.

Games Area

Available for all students K-6, focus behaviours may include problem solving, taking turns, how to join a game, sharing, collaborating, discussion and resilience skills.

Structured Play

Students requiring help to develop social skills by providing coaching and teaching them to think through and solve the day to day social difficulties they encounter may be referred to Structured Play. Here a small group of students are able to play in a highly supervised setting with numerous teaching aides.

CICO

A Check In Check Out card is used to support students that need monitoring in our larger playground areas. The teachers on duty assist with this.

KIDSMATTER WEBSITES

KidsMatter [Families website](#)

- KidsMatters [resources for schools Comp3: Working with parents and carers](#)
- [Kidsmatter transition videos for parents](#)
- [Role of families in education](#)
- Mental health matters [information sheets and in 8 languages here.](#)
- [ATSI resources \(KidsMatter family website\)](#)
- KidsMatter Primary [working in partnerships.](#)
- [Family school partnership bureau \(Australian\)](#)

- This is an amazing resource: [Strengthening family and community engagement in student learning resource.pdf](#)
- [Resourcing Parents \(search programs and events by postcode\)](#)
- [Aussie educator/parent involvement tab](#)
- [Positive mental health for families](#)
- [Reachout parents](#)
- [Beyond the classroom Rosalyn Black](#)
- [Beyond the bakesale](#)
- [School, family and community partnerships book](#)

[POSITIVE PARTNERSHIPS \(ASD\)](#)

Seasons for Growth

Change and loss are issues that affect all of us at some stage in our lives. At Tuggerah Public School we recognise that when changes occur in families through death, separation, divorce or related circumstances, young people may benefit from learning how to manage these changes effectively. We therefore offer a very successful education program called Seasons for Growth. This program is facilitated in small groups and is based on research which highlights the importance of social support and the need to practise new skills to cope effectively with change and loss. The program focuses on issues such as self-esteem, managing feelings, problem-solving, decision-making, effective communication and support networks.

What Does My Child Need to Bring to School?

All students need to wear full school uniform every day.

A packed lunch, snack for recess, fruit break and water bottle.

A library bag on the day your child's class visits the library

At the beginning of each school year students will be given a list of the items required.

Please label ALL of your child's belongings clearly with their name.

Crunch and Sip

We are a Crunch and Sip School. This means that we encourage students to bring in **fruit** for fruit break and **WATER** for drinking. Foods best for Crunch and Sip are: **vegetables** – carrot, celery sticks, broccoli bits), **fruit** – all fresh fruit (chopped or whole), canned fruit in water, juice or with no added sugar (don't forget to pack a spoon and take the fruit out of the tin and put it in a Tupperware container), dried fruit – sultanas, apricots (this should be limited though as the dried fruits can cling to teeth and as they are a concentrated source of sugar can cause decay).

Please pack your child water only. Water will be allowed on your child's desk during learning time and your child may fill up their water bottle at anytime during the day from the bubblers.

Parents and Citizen's Association (P&C)

The P&C meets on the first Monday of every school month in the staff room at 7.00pm. All parents and community members are welcome to attend. A joining fee of \$1 per year is required to become a member. This must be paid one month prior in order to vote. The P&C's Annual General Meeting is in March. Minutes from each meeting are sent out to all school community members via our new electronic newsletter. All members of our school community are encouraged to attend these meetings. P&C activities include a range of fundraising activities throughout the year, consultation on school plans and decisions and support of school programs. (Please see back of booklet for P&C Information).

Out of School Hours Care Centre (OOSHC)

Tuggerah Out of School Hours Care (OOSHC) is a family friendly supervised program that provides quality care, recreation and play opportunities for primary school children (5-12 years). Our range of activities and experiences are designed to enhance emotional, social, physical & creative development. All children who attend Tuggerah Public School are welcomed in our safe and happy environment.

Where: Tuggerah Public School, 1 Pacific Highway Tuggerah 2259

When: 6.30am-8.45am and 2.55-6.00pm during School term (excl. public holidays)

- Fees: The daily fee for permanent After School Care is \$20 per day per child subject to government rebate.
- All payments will be by direct debit only.
- An initial, one-off, administration fee of \$25.00/family is payable, to enrol in After School Care.
- All children attending OSHC must be enrolled in the service.

If you would like further information contact Rachel at tooshc@bvnc.org.au or on the numbers listed: Telephone: (02) 4353 0862 Mobile: 0410 438 858 Email: tooshc@bvnc.org.au

Tuggerah Out of School Hours Care is proudly provided by the Berkeley Vale Neighbourhood Centre. <http://tuggerahooshc.org.au>

Vacation Care

Vacation Care is also held at Tuggerah Public School. We are only able to book 65 places per day. Places are limited. Please ring Rachel on the above numbers to book.

School Management Plan

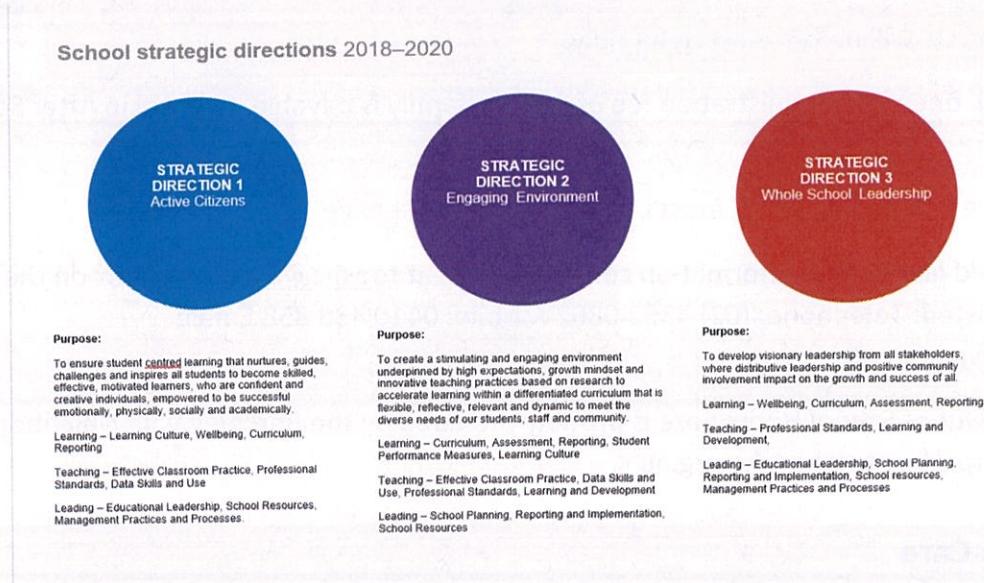
The development of the 2018 - 2020 school plan was the result of consultation across all members of the school community. The process was informed by a range of information sources including student achievement data, information from school evaluations and feedback from parent surveys, student and staff focus groups.

In addition, the school leadership team worked to analyse and evaluate a range of programs and school structures. These included curriculum with a focus on Literacy and Numeracy, technology, learning support, assessment and reporting, student wellbeing initiatives, Aboriginal Education strategies, English as an Additional Language support, Quality Teaching and Learning, teacher professional learning, leadership development, communication strategies, the functioning of school teams and school systems.

The consultation was multifaceted. Futures-Focused forums with staff, parents and students looked at the purpose and focus of the school plan, how the plan aligns with the Melbourne Declaration of Educational Goals for Young Australians, State and DoE planning and the long term goals for the children at Tuggerah PS.

The process of an Appreciative Inquiry guided the forums with all stakeholder groups. These forums facilitated discussion about the school's strengths, captured community vision and hopes for our students' futures, long term aspirations for the school and its programs and possible strategies to be implemented for improvement. The staff worked with the DoE School Excellence Framework to assess the school's strengths and areas for improvement across the domains of learning, teaching and leadership. Feedback was sought from staff and parents on the plan before its endorsement and publication. The full school plan can be accessed on the school's website at <http://www.tuggerah-p.schools.nsw.edu.au> late February.

The school's 2018 – 2020 strategic directions are as follows:



Communication

Tuggerah Public School aims to provide many avenues of communication between the school, parents and the community in order to ensure that our school community is fully informed and aware of school activities, procedures and issues. This happens as follows:

The School Newsletter

The school newsletter is an important form of communication between school and home. The Newsletter is in electronic form and will be available every second Friday. Parents may also view the Newsletter through the school's website www.tuggerah-p.schools.nsw.gov.au Skoolbag app and Facebook (see below). The Newsletter will keep you up to date with school events and contains useful information and permission notes that need filling in.

Skoolbag app

TPS has a smart phone app called Skoolbag. This app is a notification centre for all communication with parents, showing the latest information including last minute changes to routine or the fortnightly newsletter. All parents are asked to install this app on their phones as this is the most up-to-date service provided by the school. For more information on installing the app please contact the school. For those who do not have a smart phone, notifications can be sent to an email. Contact the school if you wish to receive these notifications by email.

Facebook

Tuggerah Public School has a dedicated Facebook page where we celebrate the achievements of our wonderful students and staff. If there are other pages purporting to be the representatives of our school they are doing so falsely. The views contained within those groups may not represent our views. All information on our Facebook page is to be of a positive nature and any negative or defamatory comments will result in the individual who posted the comments being blocked and reported.

Parent Concerns

Any parent with concerns about school matters may make an appointment to discuss these concerns. Classroom matters should be initially discussed with your child's teacher first. If needed, parents can then make an appointment to see the relevant Deputy or Assistant Principals before taking up any issues with the Principal.

Contacting Staff

If you need to speak to a staff member with regard to a school matter, please ring the Office and make an appointment. The staff member concerned will get back to you as soon as they are able. Please do not contact staff members after hours or on weekends as there will be

little a staff member can do to address any issues until they get back to school anyway, and the staff are enjoying quality time with their own families.

Complaints Procedures

Most complaints are best resolved promptly at a local or school level. In schools, the classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/or area of responsibility.

Some complaints will need the involvement of the Principal, Deputy Principals or Assistant Principals. As issues are clarified, a complaint may be handed to another suitable complaint manager (for example, a teacher).

Few complaints should require management at the Director level. Some complaints received at the Director level may also be suitable to be referred to the school or workplace.

In many cases, staff can manage a complaint made directly to them, even if the complaint relates to their actions.

Managing the Complaints

The five key stages of managing a complaint are:

- Acknowledge the complaint
- Assess/gather information/resolve
- Provide reasons for the decision
- Implement outcome actions
- Close complaint, keep records and monitor the outcome actions.

1. Acknowledge the Complaint.

If you have a concern or a complaint please contact the school with your concerns. This can be via phone, email or letter.

- We will acknowledge your complaint as soon as we are able. **if possible**, within 3 working days. This may be done in person, by telephone, email or formally in writing.
- We will keep you up to date with the progress of our information gathering.
- We will keep the information as confidential as possible by only sharing information with those who **need to know** about the complaint issues.
- We will listen carefully to the issues and resolve the complaint directly at the local level wherever possible.

In some cases, the complaint manager may not be identified or available within 3 days. In these cases another person may acknowledge the complaint and advise the complainant who will be managing the complaint and invite them to contact the complaint manager if they have further details to provide.

Anonymous Complaints.

If we receive an anonymous complaint we will still deal with the issue however, we will be unable to contact the complainant.

2. Assess, Gather Information and Resolve.

Assess:

It is important to determine what the complaint is about. This may require going back to the complainant to clarify your concerns. For verbal complaint, we will document the issues that you have told us and will confirm these with you that the complaint has been characterised accurately.

If the process of clarifying/defining the complaint starts to indicate that the complaint issue is different from what was first raised, this will be documented and confirmed with the complainant – that way, there is agreement about the nature of the complaint.

We will ask you what is the complainant's expected outcome. We will provide information about likely outcomes for the type of complaint and will be candid with the complainant if the desired outcome is not achievable.

We will keep matters as confidential as we can and only share information on a need to know basis. It is expected that the complainant also remain confidential. While the complaint manager can't enforce this with the complainant, we will remind you that it will assist with the resolution process if only those needing to know are told about the complaint.

Gather Information:

We will gather information to allow a proper assessment of the concerns as quickly as possible. Information gathered could include:

- Policies and procedures
- Copies of other departmental documents such as forms, reports, student records etc
- Copies of previous correspondence
- Information and/or accounts from students, staff or other areas of the Department
- Further information from complainants
- 'Witness' statements.

Resolve:

- We will finalise a complaint no later than **20 working days**. We will keep the complainant updated on the progress of their complaint. If a delay is anticipated, we will inform the complainant and other parties and provide reasons for the delay.
- We will consider any reasonable outcomes suggested by the complainant and any staff member complained about. However, ultimately the complaint manager determines how a complaint is to be resolved.

- Outcomes will depend on the circumstances of each complaint and take into account any statutory requirements. The complaint manager will consider flexible approaches wherever possible.

Provide Information about the Complaint Outcome:

We will provide information about the outcome to the complainant. This may be in a meeting, telephone or by email. (If outcome is delivered verbally we will still provide this to you in writing).

When we are giving the outcome to the complainant, we will explain:

- The outcome of the complaint and any action that is going to be taken, by whom and when
- The reason/s for the decision
- Any internal or external options for review.
- The person subject to the complaint will also be provided with information about the outcome.

Implement Outcome Actions:

We will take all reasonable steps to implement and monitor the outcomes of the complaint.

Record Keeping:

We will document all aspects of the complaint.

Unreasonable Conduct of People Making Complaints:

When people behave unreasonably in their dealings with the Department and their employees, their conduct can significantly affect staff wellbeing and the progress and efficiency of the Department's functions.

As a result, the Department will take proactive and decisive action to manage unreasonable conduct connected with complaints and will support staff to do the same.

Reviews:

Complainants may request a review of the complaint outcome if they have information that:

- The complaint outcome was incorrect and/or
- The complaint handling process was unfair.

Requests should be made in writing and give the reasons for review and which particular part of their complaint is the subject of their review request.

The request should be addressed to the initial complaint manager or their supervisor and should be made within 10 working days from the initial complaint decision, unless there are circumstances that may have reasonably prevented the complainant from requesting a review within the 10 days (such as illness).

The review will be conducted by a more senior officer or at least an equivalent level to the person who initially handled the complaint.

The review should be completed within 20 working days of the receipt of the request, wherever possible.

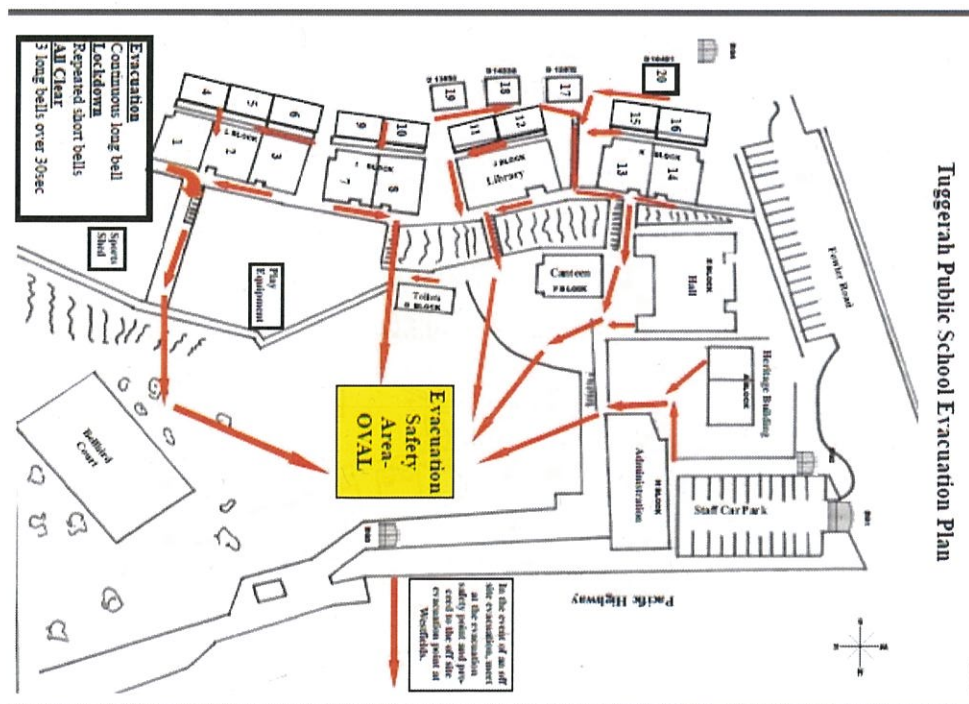
Respect and dignity go hand-in-hand and treating others with respect acknowledges our inherent dignity and self-worth. We, at Tuggerah Public School, take all complaints seriously and we aim to treat all people involved with respect, fairness, safety and trust. It would be appreciated that if you do have a complaint, if you could also approach us with respect and dignity so we can resolve the issue as quickly and respectfully as we can and then continue our partnership in educating and caring for your child.

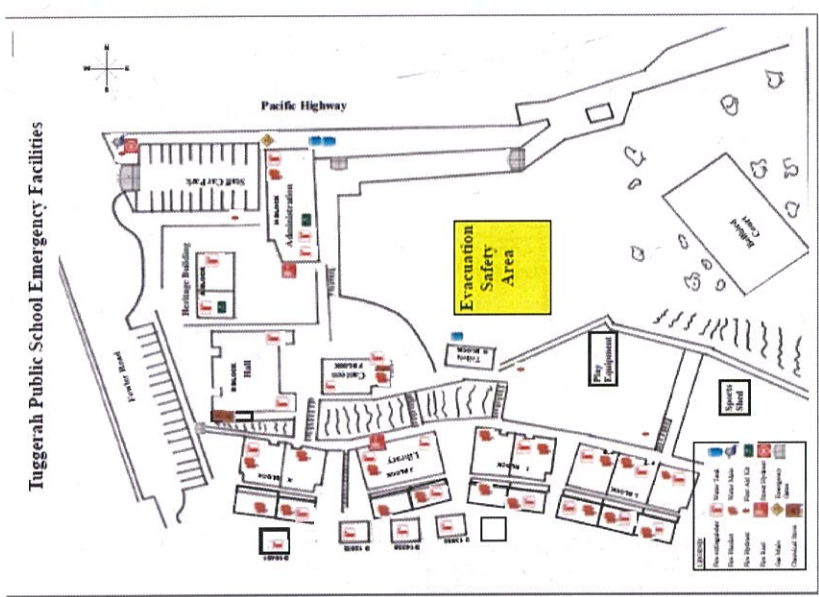
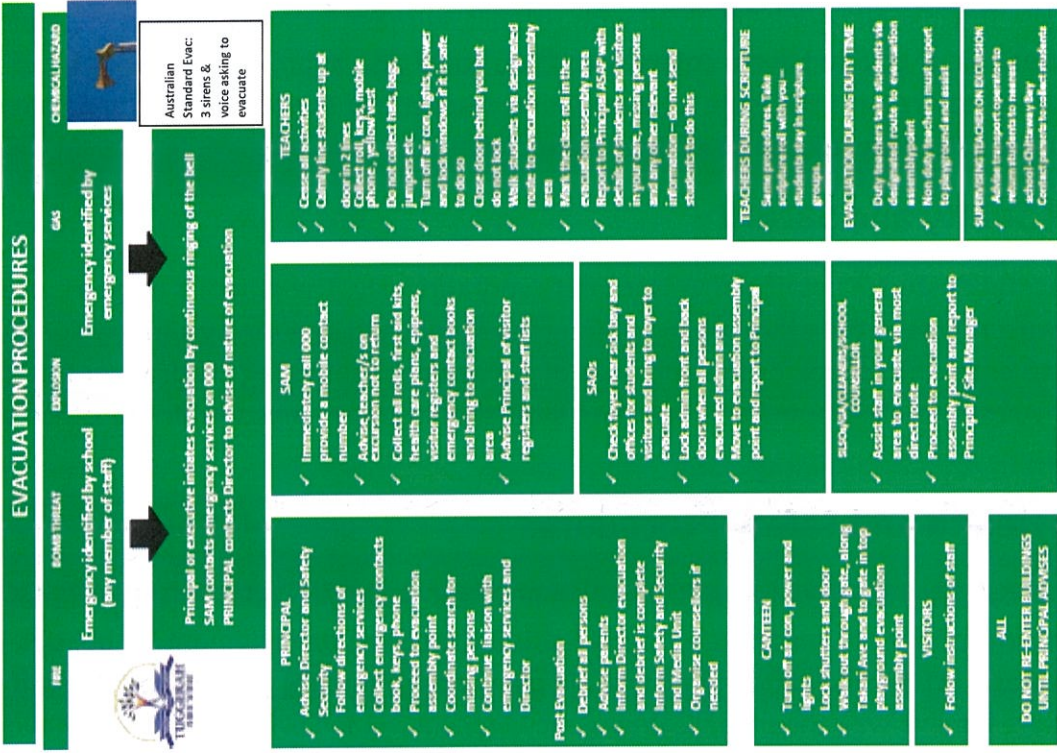
School Safety and Security

The school takes student, staff and visitor safety very seriously. The school is a secure site. All visitors must report to the office when entering the school and sign for a visitor pass. Parents are able to enter the school for the purposes of delivering or collecting children, or for office matters. Access to classrooms and teaching staff should be arranged with the office staff beforehand.

Work, Health and Safety Procedures

The school complies closely with work, health and safety (WHS) procedures. This includes the establishment of a WHS committee, regular site inspections, development of policies and plans such as a WHS consultation plan, first aid plan and emergency procedures. All staff and students are familiar with the school's emergency procedures and prepared to respond in the very rare instance that there may be an incident or danger in the school. The school conducts regular practice drills of these procedures.





LOCKDOWN PROCEDURES – BEFORE/AFTER SCHOOL & AT RECESS/LUNCH

In event of serious hail, dust, electrical storm or danger arising from an unauthorized visitor.
Alert Principal
Principal or Executive declares lockdown by signalling the playing of The Simpsons theme song.



<p>PRINCIPAL</p> <ul style="list-style-type: none"> Immediately return to office Notify the Director and Safety and Security and advise the nature of the lockdown Provide a mobile contact number Follow directions of emergency services Communicate with teachers via phone/mobiles to ascertain whereabouts of students, visitors, staff Coordinate search for missing persons Continue liaison with emergency services and Director Stop lockdown when appropriate by 3 long bells rung over 30 seconds After the event: <ul style="list-style-type: none"> Meet all persons in the hall to debrief If necessary, coordinate room to room advice that lockdown is over Debrief all persons Advise parents Inform Director lockdown and debrief is complete Inform Safety and Security and Media Unit Organize counsellors if needed 	<p>TEACHER</p> <ul style="list-style-type: none"> CEASE ALL ACTIVITIES Remain with class if possible, move to nearest classroom to lockdown Check immediate area outside, including toilet blocks, and bring any children in to room Lock the door and all windows Close the blinds Collect class roll, keys & mobile if you have one Turn off lights, aircon & power Reassure students Mark the class roll & note both any missing students as well as any extra students or persons in your care Place students in most secure part of room & under desks or behind solid walls Phone through to office if you have a mobile, the details of missing and/or extra persons Notice of cessation will be by way of 3 long bells over 30 seconds. NO ONE IS TO LEAVE THE ROOM UNDER ANY CIRCUMSTANCES, UNTIL YOU HAVE RECEIVED THE ALL CLEAR BY THE PRINCIPAL/EMERGENCY WARDEN In case of fire, when evacuation is impossible, block bottom of doors & gaps to prevent smoke Once lockdown over, bring all persons in your care and class roll to the hall for debriefing
<p>SAM</p> <ul style="list-style-type: none"> Telephone emergency services 000 and provide a mobile contact number Telephone/Advise Principal/Emergency Warden with names of all cleaning staff, volunteers, visitors and non-ABPS staff on site Advise teachers on excursions not to return Await arrival of emergency services Collect all rolls, first aid kits, health care plans, epipens, visitor registers and emergency contact books and bring to the hall 	<p>SAM</p> <ul style="list-style-type: none"> Lock admin front and back doors Close all blinds Turn off lights and power Check foyer, sick bay and offices for all students and visitors and bring them into a secure area in the office Inform teachers via phone of students that are in your area
<p>SAOS</p> <ul style="list-style-type: none"> Lock admin front and back doors as well as windows Close all blinds Turn off lights and power Check foyer, sick bay and offices for all students and visitors and bring to secure area in office Inform teachers via phone of students who are in your area 	<p>SUPERVISING TEACHER ON EXCURSION</p> <ul style="list-style-type: none"> Advise transport operator to return to nearest Public School - Chittaway Bay PS
<p>COUNSELLOR</p> <ul style="list-style-type: none"> Stay in the room that you are in or move to the nearest classroom and follow lock down procedure for that area Lock doors/windows/purtilblinds Phone office to advise of your location 	<p>VOLUNTEERS</p> <ul style="list-style-type: none"> Stay in the room that you are in or move to the nearest classroom and follow lock down procedure for that area Lock doors/windows/purtilblinds Phone office to advise of your location
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LOCKDOWN PROCEDURES – IN CLASS

In event of serious hail, dust, electrical storm or danger arising from an unauthorized visitor.
Alert Principal
Principal or elect declares Lockdown by the playing of The Simpsons theme song.



<p>PRINCIPAL</p> <ul style="list-style-type: none"> Immediately return to office Notify the Director and Safety and Security and advise the nature of the lockdown Provide a mobile contact number Follow directions of emergency services Communicate with teachers via phone/mobiles to ascertain whereabouts of students, visitors, staff Coordinate search for missing persons Continue liaison with emergency services and Director Stop lockdown when appropriate by 3 long bells over 30 seconds After the Event: <ul style="list-style-type: none"> Meet all persons in the hall to debrief If necessary, coordinate room to room advice that lockdown is over Debrief all persons Advise parents Inform Director lockdown and debrief is complete Director may request you inform Safety and Security and Media Unit Organize counsellors if needed 	<p>TEACHERS</p> <ul style="list-style-type: none"> CEASE ALL ACTIVITIES Remain with class if possible, move to nearest classroom to lockdown Check immediate area outside, including toilet blocks, and bring any children in to room Lock the door and all windows Close the blinds Collect class roll, keys & mobile if you have one Turn off lights, aircon & power Reassure students Mark the class roll & note both any missing students as well as any extra students or persons in your care Place students in most secure part of room & under desks or behind solid walls Phone through to office if you have a mobile, the details of missing and/or extra persons Notice of cessation will be by way of 3 long bells over 30 seconds. NO ONE IS TO LEAVE THE ROOM UNDER ANY CIRCUMSTANCES, UNTIL YOU HAVE RECEIVED THE ALL CLEAR BY THE PRINCIPAL/EMERGENCY WARDEN In case of fire, when evacuation is impossible, block bottom of doors & gaps to prevent smoke Once lockdown over, bring all persons in your care and class roll to the hall for debriefing
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Off Site Evacuation Assembly Point 4



Off Site Evacuation Route

Specific Programs

L3 (Language, Learning and Literacy)

Language, Learning and Literacy (L3) is a research-based intervention program for Kindergarten students, targeting reading and writing. It complements the daily literacy program for Kindergarten students who do not bring a rich literacy background to their first year of school.

Students receive explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. Students then rotate to independent or group tasks.

L3 (ES1 and S1) Is designed to enhance the daily literacy practices for all students and aims to maintain and grow the literacy gains made by Kindergarten students from L3 Kindergarten classrooms. L3 Stage 1 is also centred on developing strong comprehension skills using quality literature. It supports systematic and explicit reading and writing instruction aimed at addressing individual student needs. It is based on daily modelled, guided and independent literacy instruction that is informed by student data.

Targeted Early Numeracy (TEN)

Targeted Early Numeracy (TEN) is a targeted intervention focused on supporting students who are at risk of not meeting minimum numeracy targets in Early Stage One and Stage One.

TEN complements teachers' regular classroom teaching and learning programs, the Best Start Kindergarten Assessment and Count Me In Too. It recognises that, even where a high quality whole-class early numeracy program exists, a small percentage of students can be at risk in numeracy.

TEN is designed to be implemented within a school's existing numeracy program as well as through incorporating short, focused numeracy strategies throughout the day.

Focus on Reading - Years 2-6.

The Focus on Reading program is a learning program to support the explicit teaching of the key aspects of reading, namely comprehension, vocabulary and reading text fluency.

Phase 1: Comprehension

At Tuggerah Public School, we implement across the whole school the Department of Education's Focus on Reading strategies of comprehension.

These strategies help to equip the students to not just effectively read a text but to comprehend what the text is about. This terminology is introduced at an early age in Kindergarten and then built upon from Years 1 to 6.

These 6 strategies include:

- Making Connections
- Visualising
- Monitoring
- Predicting
- Summarising
- Questioning

Phase 2: Vocabulary, Reading Volume, Exposure to Texts and Attitudes Towards Reading

Vocabulary knowledge is defined as understanding the meaning of spoken and written words and using words to create and understand texts. Vocabulary knowledge is also identified as a 'very hot' topic in adolescent literacy instruction. Cassidy, Garrett & Barrera (2006) emphasise the close relationship between comprehension and vocabulary, saying that if one topic is receiving attention, then you almost have to pay attention to the other – hence our interest in Focus on Reading at Tuggerah Public School.

Vocabulary contributes to comprehension, fluency, reading achievement and effective oral and written communication with others. Broad word knowledge enables students to

communicate in ways that are precise, powerful, persuasive and interesting because words are tools for analysing, inferring, evaluating and reasoning.

Vocabulary and comprehension are an essential relationship with word meanings (Vocabulary) making up as much as 70%-80% of comprehension.

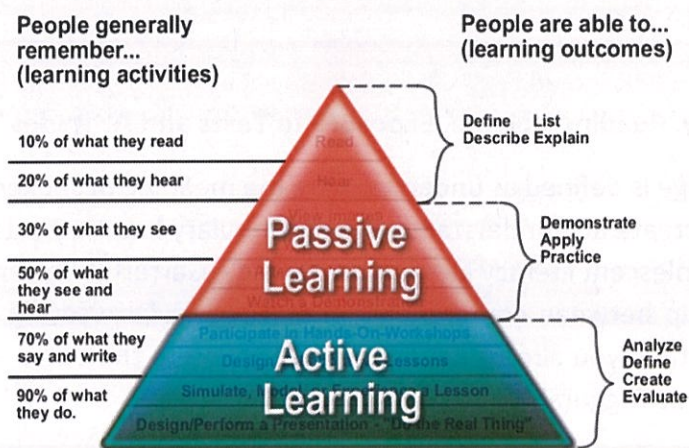
Reading texts is defined as recognising words automatically, reading in phrased and fluent way and navigating texts to create meaning.

Research suggests that there is also a close and complementary relationship between comprehension and text reading fluency. Fluency is accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension. Poor readers who lack fluency skills read in a laboured, disconnected fashion with a focus on decoding at the word level that limits comprehension. Focus on Reading assists the students with their fluency.

Research highlights a strong correlation between reading fluency and comprehension (Shinn et al., 1992; Tan and Nicholson, 1997). Stecker, Roser, and Martinez (1998) conclude, 'Fluency has been shown to have a "reciprocal relationship" with comprehension with each fostering the other' According to Adams (1990), fluent reading allows the reader to attend to the meaning of text rather than to the mechanics of reading.

Enquiry/Active Learning

Active learning is a key aspect of the 'flipped' classroom and can be applied to any learning environment from online to standard lessons or as a blend of these. The aim of active learning is to provide opportunities for learners to think critically about content through a range of activities that help prepare learners for the challenges of any situation. Active Learning promotes higher order thinking skills such as collaboration, critical thinking and problem-solving. Active learning activities can range from low-stakes (more simple) to high stakes (more complex) activities.



MiniLit

MiniLit is an evidence-based, effective and cost-effective early literacy program. It is a practical, systematic, explicit and effective model for teaching reading skills and targets the bottom 25% of students and is specifically aimed at struggling Year 1 readers, but may also be appropriate for “at risk” Kindergarten, and some struggling Year 2 students. It is a Tier Two school-based small group program (up to six students per group) within a Response to Intervention Framework.

MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of forty lessons each:

- Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words
- Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words

MacqLit

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

- Ideal for students who fall in the bottom 25% of a standardised reading test or curriculum-based measure, and who have particular difficulties in the area of word recognition
- Specifically aimed at struggling readers in Year 3 through to high school
- Small group program only for use in schools
- Delivered by teachers, learning support teachers, special educators, and well-trained and well-supported School Learning Support Officers.

Quicksmart – Years 3-6

This program aims to improve the numeracy development of students who are experiencing learning problems or delays and hence are not achieving their academic potential. Participating students may have varying levels of learning difficulties because of knowledge gaps, lack of practice, anxiety, mild intellectual disability, low confidence or associated behavioural problems. This program is for small groups of children that aims to develop quick and smart (efficient) strategies. Quicksmart uses research based instructional strategies to support the learning of persistently low-achieving Year 3 to 6 students so that they are more active and successfully engaged in inclusive classroom settings.

Childrens' University

Children's University is an initiative that is run out of Newcastle University that works in partnership with schools to develop a love of learning in children. We do this by encouraging and celebrating participation in extra-curricular activities in and outside of school.

By the time a child turns 18, they will have spent just 9% of their waking life in a classroom. Children's University is about making the most of the remaining 91%.

Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels.

Children who participate in Children's University have the opportunity to learn in a rich range of contexts, experience new places, visit universities and attend their own graduation ceremonies. This adventure introduces children to the joy of learning, brings a sense of wonder in the world around them and develops their confidence and aspirations for the brightest futures.

AVID (Advancement via Individual Determination)

AVID is an education program designed to boost the academic results of students regardless of their background or disadvantage. Advancement Via Individual Determination (AVID) believes that any student, given the right strategies and support, can be prepared for future study and work opportunities.

AVID understands that the first step to improving a student's performance is teaching them how to learn. Rigorous content alone will not bring students success if they are not equipped with the habits, responsibilities and strategies that help them to process and digest information. The AVID program's main focus is to provide students, teachers and schools with the expertise and support to build this foundational first step. In doing so, students build confidence in their own abilities and become determined to achieve the results of which they are truly capable.

Growth Mindset Pedagogies

"Over 30 years ago, Carol Dweck and her colleagues became interested in students' attitudes about failure. They noticed that some students rebounded while other students seemed devastated by even the smallest setbacks. After studying the behavior of thousands of children, Dr. Dweck coined the terms 'fixed mindset' and 'growth mindset' to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement."

(<https://www.mindsetworks.com/science/>)

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort, but they’re wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

At Tuggerah Public School we follow these 25 rules to develop a Growth Mindset:

1. Acknowledge and embrace imperfections. We believe that hiding from your weaknesses means you’ll never overcome them.
2. View challenges as opportunities. We believe that having a growth mindset means relishing opportunities for self-improvement. We need to ‘fail well’.
3. Try different learning tactics. We believe there’s no one-size-fits-all model for learning. What works for one person may not work for you.
4. Follow the research on brain plasticity. Research proves that the brain isn’t fixed; the mind shouldn’t be either.
5. Replace the word “failing” with the word “learning.” We believe that when we make a mistake or fall short of a goal, we haven’t failed; we’ve learned.
6. Stop seeking approval. We believe when you prioritise approval over learning, you sacrifice your own potential for growth.
7. Value the process over the end result. We believe intelligent people enjoy the learning process, and don’t mind when it continues beyond an expected time frame.
8. Cultivate a sense of purpose. Dweck’s research also shows us that students with a growth mindset have a greater sense of purpose.
9. Celebrate growth with others. We believe if you truly appreciate growth, you’ll want to share your progress with others.
10. Emphasise growth over speed. We believe learning fast isn’t the same as learning well, and learning well sometimes requires allowing time for mistakes.
11. Reward actions, not traits. We believe that we need to tell students when they’re doing something smart, not just being smart.
12. Redefine “genius.” The myth’s been busted: genius requires hard work, not talent alone.
13. Portray criticism as positive. We believe that constructive criticism is a way of learning and not a negative concept .
14. Disassociate improvement from failure. We believe that we have to stop assuming that

“room for improvement” translates into failure.

15. Provide regular opportunities for reflection. We believe that students need to reflect on their learning at least once a day.

16. Place effort before talent. We believe hard work should always be rewarded before inherent skill.

17. Highlight the relationship between learning and “brain training.” We believe the brain is like a muscle that needs to be worked out, just like the body.

18. Cultivate grit. We believe students with that extra bit of determination will be more likely to seek approval from themselves rather than others.

19. Abandon the image. “Naturally smart” sounds just about as believable as “spontaneous generation.” You won’t achieve the image if you’re not ready for the work.

20. Use the word “yet.” Dweck says “not yet” has become one of her favourite phrases. Whenever you see students struggling with a task, just tell them they haven’t mastered it yet.

21. Learn from other people’s mistakes. It’s not always wise to compare yourself to others, but it is important to realise that humans share the same weaknesses.

22. Make a new goal for every goal accomplished. We believe that we’ll never be done learning. Just because the midterm exam is over doesn’t mean we should stop being interested in a subject. Growth-minded people know how to constantly create new goals to keep themselves stimulated.

23. Take risks in the company of others. Stop trying to save face all the time and just let yourself goof up now and then. It will make it easier to take risks in the future.

24. Think realistically about time and effort. We believe it takes time to learn. Don’t expect to master every topic under the sun in one sitting.

25. Take ownership over your attitude. We believe once you develop a growth mindset, we need to own it. We need to acknowledge ourselves as someone who possesses a growth mentality and be proud to let it guide us throughout our career and life.

Resilience, Grit and Fortitude:

Professor Duckworth defines ‘grit’ as being able to stick with things over a very long term until you master them. Resilience is the ability to bounce back from stressful or challenging experiences and is linked to Carol Dweck’s Growth Mindset pedagogy and Fortitude means strength of mind, ‘backbone’, moral strength, intrepidity etc..

These three characteristics are intertwined and so very, very important. It is with this in mind that as of 2018, we added a new Value to our School Values and this is RESILIENCE as this is the umbrella to Grit and Fortitude. All of us have the power to change the way in which our children and students think about making mistakes. We all need to encourage a ‘don’t give up’ attitude and to help them to navigate the different thoughts in their minds when they fail. This is truly an amazing, life-changing skill.

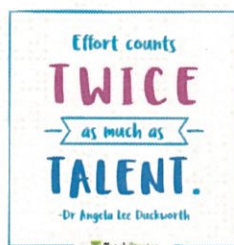
We need to teach our children to take responsibility for their actions, we need to give children the tools they need to feel more in control of their anxiety, we need to teach children the importance of listening and following directions, we need to teach children the importance of rules in society, we need to teach children the value of respecting others by listening and waiting for their turn, and of course we need to teach our children the harm of bullying and the difference between bullying and just not wanting to play with someone.

We also need to teach our children a growth mindset and encourage our children to start thinking about the way they think and to help them to learn how to deal with failure. We need to teach our children persistence and to never give up (Thomas Edison – *“Our greatest weakness lies in giving up. The most certain way to succeed is to try just one more time.”*), we need to teach our children that ‘Rome wasn’t built in a day’. There is so much that we can do to ensure that our children are active and informed citizens who act with moral and ethical integrity (Melbourne Declaration on Educational Goals for Young Australians Dec 2008).

I hope you find this Parent Handbook helpful.

Regards:

Jennifer Harrison
Principal.



Welcome to the Tuggerah Public School P&C

What is the P&C?

The Parents and Citizens' Association (P&C) is an organisation made up of parents, teachers and interested citizens. They exist in most NSW Public Schools and they have been established to bring the school and the community closer together.

What does the P&C do?

The objects of a P&C Association are to; promote the interests of the school by bringing parents, citizens, pupils and teaching staff into close co-operation; assist in providing equipment required by the school; report to the Minister the material requirements of the school; assist the teaching staff in establishment of school policy and management in all facets of school activity.

What does a P&C Member Do?

Members of the Tuggerah Public School P&C have varying levels of involvement and contribution from being an Office Bearer (President, Vice, Secretary & Treasurer) or Committee Member responsible for making decisions in regards to fundraising, the canteen and the uniform shop, right through to simply being an extra pair of hands when needed.

We meet on the second Monday of the month during the school term at 7pm in the school staff room. If you can't come to every meeting, then come when you can! There are many opportunities to assist through fund raising; whether its searching for supporters in the community or lending a hand at fund raising events or, you could help out in the School Canteen and Uniform Shop as your schedule allows. We need your help to continue to service and support the school community

Of course, you are welcome to just come along to meetings and listen in. There is no pressure!

Why not join us for the last meeting of the year? We will be meeting in the school staff room (entry via the school car park) at 7pm on Monday 10th December. Members will be bringing a plate of food as we celebrate a successful year for the P&C.

Did you know?

There are many resources that Government Funding and fees alone cannot provide for in schools. In recent years, the P&C has contributed to:

- Canteen and Uniform Shop services
- Funding for classroom resources for teachers
- Extension of the COLA
- Creation of a new school entrance
- Funding for refurbishment and ongoing development of the school library
- Refurbishment of the Canteen
- Funding for playground equipment
- Financial assistance for elite level sport representatives
- Classroom technology including IPADS and Smart Boards
- Amazing fundraising events such as the Colour Fun Run

Why join the P&C?

Being on the P&C is very rewarding. It is an opportunity to get to know the Principal and administration staff, meet other parents in a friendly environment, be part of a decision-making group and make a difference in the school community.

Research has shown that both children and parents benefit from parental participation at school.

Canteen

The Tuggerah Public School canteen is open every day and employs a Canteen Manager and an Assistant, who are supported by a wonderful team of volunteers. The canteen provides healthy and nutritious options for students at a reasonable cost to parents and is the envy of many Central Coast schools

Uniform Shop

The Uniform Shop is staffed entirely by volunteers with profits from the shop going to the P&C to support the children at the school. This service allows the school community to follow the school uniform policy at a reasonable cost and is conveniently located onsite at the school.

Email: tps.pccommittee@gmail.com

Facebook: <https://www.facebook.com/groups/119823058094508/>

