

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 approachable staff here at Tuggerah Public School.

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

Regards,

Sharlene Percival
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 = future focused 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-3.30pm

The office staff 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 426 students, one Principal, one Acting Deputy Principal, three Assistant Principals, teaching staff includes Librarian, RFF (Release from Face to Face) and EALD (English and other Language Dialects), one School Counsellor (1.5 days per week). Our teaching staff are supported by a team of SASS (School and Administrative and Support Staff) personnel.

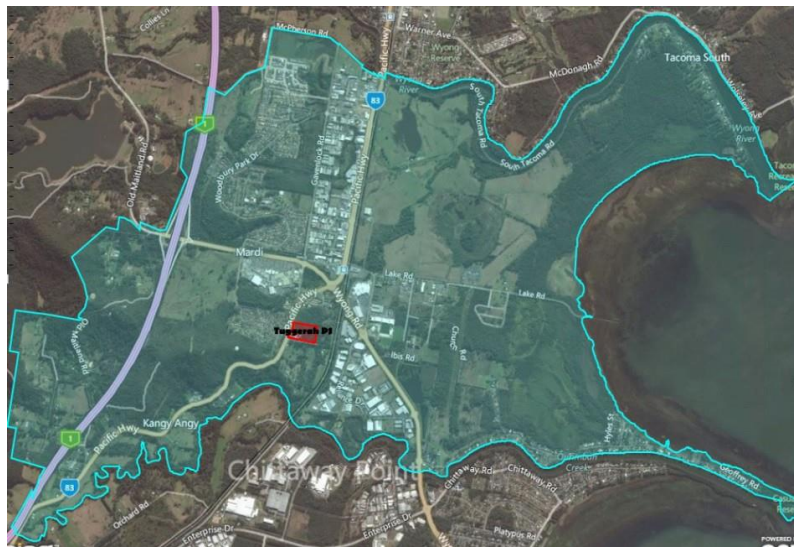
School Routine

8.30am	<p>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.</p> <p>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.</p> <p>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.</p>
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
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	Recess ends
1.00 pm – 1.10 pm	Students eat either under the COLA while supervised by teachers.
1.10 pm – 1.50 pm	Play time and lunch ends
2.55 pm	<p>Music will play to signal the end of day. Each class is escorted to the COLA where parents and OOSHC can collect the students. Other children will line up in their bus lines or Kiss and Drop lines.</p> <p>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.</p>
	<p>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.</p> <p>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.</p> <p>If you are consistently collecting your child late, we recommend booking a place at OOSHC.</p>

(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 further years.

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 morning regarding Kindergarten Transition takes place in Term 2. 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	2022	2023	2024	2025	2026
Child born 1 Jan 2016 to 31 July 2017	Kindergarten	Year 1	Year 2	Year 3	Year 4
Child born 1 Jan 2017 to 31 July 2018		Kindergarten	Year 1	Year 2	Year 3
Child born 1 Jan 2018 to 31 July 2019			Kindergarten	Year 1	Year 2
Child born 1 Jan 2019 to 31 July 2020				Kindergarten	Year 1
Child born 1 Jan 2020 to 31 July 2021					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.

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 & Thursday mornings from 8.40am to 9.15 am and Friday afternoon from 1.45 pm to 2.30 pm. The school is in partnership with LOWES Tuggerah as an additional option.

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 has 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 third day absence. If your child has to have a COVID-19 test they will not be allowed to return until evidence of a negative result.
- 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 app 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 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 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

Tuggerah Public School has limited parking and 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 driveways near the school.**

Medications

If your child requires medication at school we will require the following forms completed and returned to the office before the student is to commence. These forms can be obtained from the office;

- Individual Health Care Plan
- Request to Administer medication to student

We will also require a letter from GP (if medication is prescribed) stating time and dosage medication is to be administered to student.

Once paperwork is completed, please return to school with medication in it's original packaging, which will be locked in the medications cupboard, ready for us to administer to your child when required.

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.

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 influenza 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.
COVID-19	Fever, cough, sore throat, shortness of breath, runny nose, loss of taste or smell. Students not to able to return to school until a negative result is received.

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.

Volunteers

Identification Requirements for Classroom & Canteen Volunteers

For any parent wanting to assist in the Canteen or classroom we require the following:

- Current Working with Children Check
- 100 points of Identification
- Declaration for Child Related work – Volunteers form (obtained from office)

Once all the documentation has been handed to the office, it will take approximately 10 working days to receive clearance from our Probity Unit.

Please ensure you contact the office on 4352 1116 to ensure your clearance has been received by the office **before** you come in to volunteer.

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.

The Student Wellbeing Officer

The school also employs a Student Wellbeing Officer one day a week who runs specific programs that can assist children with a variety of wellbeing issues.

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 Friday afternoons on in the school hall. Details of assemblies are published through the school newsletter, Facebook and Skoolbag app. During these assemblies, merit ribbons and KidsMatter awards are presented and classes share their achievements. Parents and other family members are welcome at the Friday assemblies.

School Houses

Our school houses are **Ironbark** (yellow), **Mahogany** (red), **Bluegum** (blue) and **Cedar** (green). Students are allocated to houses when they enrol 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 may 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.

Payments

Please return signed permission notes for excursions/visiting performances to the class teacher promptly - your child **might be excluded** from activities if permission notes/payment are not returned by the due date. The Schools preferred method of payment is POP (Parent Online Payment) please see below.

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 for 48 hours and you may miss the due end date.

Refund Guidelines

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. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

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 you may be asked to include a medical certificate as evidence. 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. Please note that refunds are evaluated as a case by case consideration.

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.

Overdue Payments

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

Student Banking

The Commonwealth Bank has student banking schemes. Application forms can be picked up at the bank. All children hand their banking to the front office first thing on Thursday mornings. In most cases, deposit books are handed back to students 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 the first 2 days of Term 1, 1 day in Terms 2 & 3 and 1 day at the end of Term 4. School's can apply to the Director for a Variation and weekends or afternoons can be allocated to use these days.

Teachers are unavailable to supervise children on those days, however if you are enrolled at OOSHC they are able to look after your child on the school development days.

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/Mobile Phones

It is best to keep toys and personal belongings at home.

Mobile Phones: If your child needs to bring a mobile phone to school, they MUST take it to the front office in the morning when they arrive and pick them up when the home bell rings (mobile phones are securely locked away. If you need to contact your child please do not call your child's mobile, call the office and we will relay any messages to your child.

Valuables

Students are responsible for their own property.

- Should valuables such as ipads, phones, money, laptops (please read BYOD Policy, applicable to Stage 2 and 3 students), 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

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.

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 who works 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.

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 In Time(GOT IT)
- Inquiry Based/Active Learning
- Growth Mindset pedagogies
- AVID (Advancement via Individual Determination)
- Focus on Reading
- InitialLit
- Lexile Reading (3-6)
- QuickSmart (Mathematics)
- Macq and MiniLit
- Sports in Schools
- Digital Citizenship
- Life Skills
- Interest Clubs
- Financial Literacy
- Children's University

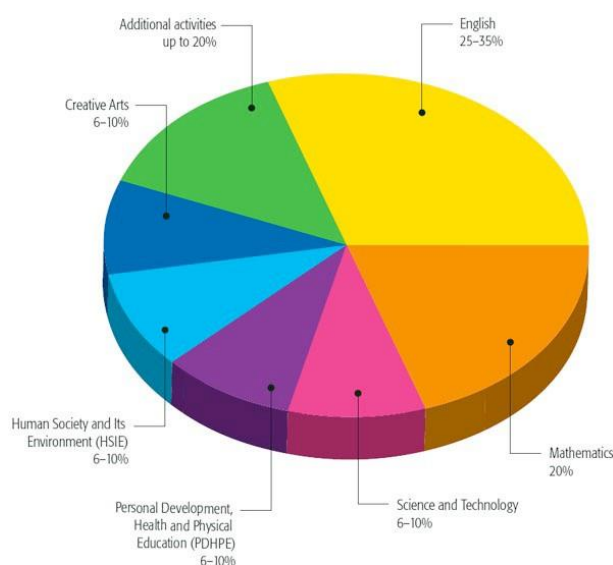
BYOD Program

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 believe in a more holistic approach to homework. Reading, writing and counting (multiplying, dividing, adding, subtracting) should be undertaken every night. 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.

Years 3 & 5 National Testing – NAPLAN

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.

Year 6 to High School Transition Program

Throughout the year, all children in Year 6 will be involved in a High School Transition Program. This program will enable students to meet and talk to some of the teachers and administrators at their prospective 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 (English as an additional language or dialect) , LAST teacher (Learning and Support 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.

If you require an external provider to work with your child (eg speech therapist, occupational therapist) during school hours, they will need to contact the office to arrange clearance before being able to work with your child.

Additional Learning Needs

Students who have additional learning needs or need adjustments made to their programs to maximise their learning, are supported by a school learning support officer, (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 and 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 may 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) and Djembe 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. Stage 3 (Years 5 & 6) often have the opportunity to participate in inter-school Gala Days and Tournament Days with our local community of schools.

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 and their water confidence.

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 for 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 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.

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.**

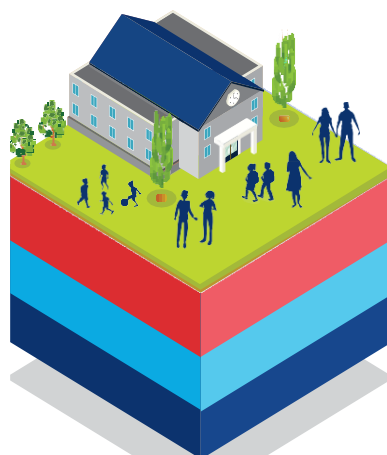
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

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 prioritise the wellbeing of all students and staff

Unsafe behavior is not acceptable in our schools

We work together with the school



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.

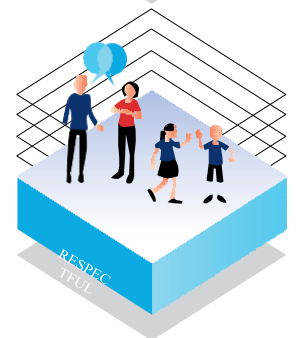
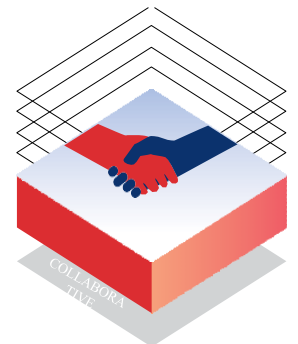
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with upcoming events in the school community.

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

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
	Spitting	Intention to provoke violence	Fighting
<i>Respect, Responsibility</i>	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
	Hands and feet not kept to self in games	Playing a banned game	
	Playing with / tossing sticks or rocks	Intentionally throwing sticks or rocks	
<i>Respect, Responsibility</i>	Running on hard surfaces		
<u>Inappropriate language</u>	Low level negative comments /body language	Intentional swearing	Verbally aggressive
	Backchat		Swearing at staff
<i>Respect</i>	Accidental use of inappropriate language		
<u>Non- Compliance</u>	Not following instructions	Repeated refusal of request	Absconding from school grounds
	Littering		Hides under buildings
<i>Respect, Excellence</i>			
<u>Harassment</u>	Isolated put downs		Bullying Threats
	Annoying / chasing wildlife	Harassment (racial, sexual, cyber)	of harm
<i>Respect</i>		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
	Late to lines		Hides under buildings
<i>Responsibility, Excellence</i>	Climbing on fences / railings		
<u>Destruction of Property</u>	Damage to property caused by careless use	Theft	Intentional major property damage
	Using property of others without permission e.g.; taking hats, toys	Intentional damage to property	Damage that may cause harm to others
<i>Responsibility</i>			

Second Step

The Second Step Social-Emotional program 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 to Year 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.

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 may be referred to Structured Play. Here a small group of students are able to play in a highly supervised setting with numerous SLSO's.

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 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. 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)

Vacation Care

Tuggerah Out Of School Hours Care

Tuggerah Out Of School Hours Care (TOOSHC) is a family friendly, supervised program that provides quality care, recreation, play and learning opportunities for primary school aged children (5-12 years).

Our range of activities and experiences are designed to enhance emotional, social, physical and creative development.

All children who attend Tuggerah Public School are welcomed in our safe and happy environment.

Where: Heritage Building, Tuggerah Public School

When: Before School Care – 6:30-8:45 am

After school care – 2:15-6:15 pm

Vacation Care – 6:30 am -6:00 pm

Fees: Before school care- \$18.00 per session

After school Care – \$22.00 per session

Vacation care – centre day – \$52.00 per session

In centre excursion - \$62.00 per session

Excursion day - \$67.00 per session

Tuggerah OOSH is registered to receive Child care subsidy, which will be deducted off your fees once the required steps have been completed.

All children attending OOSHC must be enrolled at the service.

If you would like further information please contact Rachel Holton on

Mobile: 0410438858

Landline: 43530862

Email: tooshc@bvnc.org.au

Tuggerah OOSHC is proudly provided by The Berkeley Vale Neighbourhood Centre.

Strategic Improvement Plan 2021-2024

The development of the 2021-2024 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 process of an Appreciative Inquiry guided 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 Strategic Improvement Plan can be accessed on the school's website <http://www.tuggerah-p.schools.nsw.edu.au>

The school's 2021 – 2024 strategic directions are as follows:

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practice.

Strategic Direction 2: High expectations and continuous improvement culture

Purpose

In order to cultivate a high expectations and continuous improvement culture we will develop curriculum, reporting, assessment and engagement with a focus on innovation and improvement to ensure that every student is a creative, connected and engaged learner with a growth mindset that can improve students' achievement over time.

Strategic Direction 3: Amplifying student voice in positive environments

Purpose

Students will actively participate in decision-making on things that shape their educational experiences resulting in the following: increased engagement in learning, increased competence in personal and social capabilities, the development of a positive environment and culture, increased likelihood of positive connections and a sense of belonging and students and teachers effectively collaborating to design solutions together.

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 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 d procedures.

Off Site Evacuation Route and Assembly Point to TONKISS STREET RESERVE



ON-SITE EVACUATION



REMAIN IN EVACUATION ASSEMBLY
POINT – Hall and
Administration Building

IF UNABLE TO BE EVACUATED

- ✓ Principal to advise Director, Safety and Security that the school is to be locked down and SAM to notify Emergency Services
- ✓ The school's lockdown procedures are followed
- ✓ Principal and SAM to lockdown in office
- ✓ If all are in evacuation assembly point – move to lockdown in the Hall for Years 2-6 and Admin Building for Kinder and Year 1.
- ✓ If unable to have reached evacuation assembly point – lockdown where you are
- ✓ Close all doors, windows, draw blinds and cover base of doors with wet towels to prevent smoke from entering
- ✓ Move students away from the part of the building which will initially be exposed to fire
- ✓ If a person returns to your room, immediately phone Principal to advise
- ✓ Principal to coordinate search for missing persons
- ✓ When the fire has passed, the Principal or emergency personnel will inform it is safe
- ✓ Immediately notify Principal or emergency personnel of any medical needs

OFF SITE EVACUATION



WALK STUDENTS IN SINGLE FILE TO
OFF SITE EVACUATION POINT

EVACUATION TO OFFSITE EVACUATION POINT

- ✓ Principal to advise Director, Safety and Security and SAM to notify Emergency Services that we are evacuating offsite
- ✓ Principal to switch off all electrical power to school and collect First aid kit, including epipen.
- ✓ Staff and students walk single file along offsite evacuation route to Offsite Evacuation Point – Park in Tonkiss Street
- ✓ On arrival at the Offsite Evacuation Point, class teachers mark the class rolls
- ✓ If water is required a staff member to go and buy bottles water from Westfield.
- ✓ If toilets required Staff to walk groups of children to Westfields.
- ✓ On arrival at the offsite evacuation point teachers advise Principal of any missing persons as well as medical needs
- ✓ Parents collecting their own child are to sign class roll
- ✓ Staff and students are to follow directions of Emergency Services personnel at Offsite Evacuation Point
- ✓ If Evacuation Point becomes recovery point, Principal to update parents by way of phone call if possible (use information on STARS) and app notification

EVACUATION PROCEDURES

FIRE

BOMB THREAT

EXPLOSION

GAS

CHEMICAL HAZARD



Emergency identified by school
(any member of staff)

Emergency identified by
emergency services



Principal or executive initiates evacuation by Australian Standard Evac Siren
Principal contacts emergency services on 000
PRINCIPAL contacts Director to advise of nature of evacuation

Australian
Standard
Evacuation: 3
Sirens and then
Voice over
asking you to
evacuate.

PRINCIPAL

- ✓ Advise Director and Safety Security
- ✓ Follow directions of emergency services
- ✓ Collect emergency contacts book, keys, phone
- ✓ Proceed to evacuation assembly point
- ✓ Coordinate search for missing persons
- ✓ Continue liaison with emergency services

Post Evacuation

- ✓ Debrief all persons
- ✓ Advise parents
- ✓ Inform Director evacuation and debrief is complete
- ✓ Inform Safety and Security and Media Unit
- ✓ Organise counsellors

CANTEEN

- ✓ Turn off air con, power and lights
- ✓ Lock shutters and door
- ✓ Walk out through gate, along Takari Ave and to gate in top playground evacuation assembly point

VISITORS

- ✓ Follow instructions of staff

ALL

DO NOT RE-ENTER BUILDINGS
UNTIL PRINCIPAL ADVISES

SAM

- ✓ Immediately call 000 provide a mobile contact number
- ✓ Advise teacher/s on excursion not to return
- ✓ Collect all rolls, first aid kits, health care plans, epipens, visitor registers and emergency contact books and bring to evacuation area
- ✓ Advise Principal of visitor registers and staff lists

SAOs

- ✓ Check foyer near sick bay and offices for students and visitors and bring to foyer to evacuate
- ✓ Lock admin front and back doors when all persons evacuated admin area
- ✓ Move to evacuation assembly point and report to Principal

SLSOs/GA/CLEANERS/SCHOOL COUNSELLOR

- ✓ Assist staff in your general area to evacuate via most direct route
- ✓ Proceed to evacuation assembly point and report to Principal / Site Manager

TEACHERS

- ✓ Cease all activities
- ✓ Calmly line students up at door in 2 lines
- ✓ Collect roll, keys, mobile phone, yellow vest
- ✓ Collect hats, bags.
- ✓ Turn off air con, lights, power and lock windows if it is safe to do so
- ✓ Close door behind you but **DO NOT LOCK**
- ✓ Walk students via designated route to evacuation assembly areas
- ✓ Mark the class roll in the evacuation assembly area
- ✓ Report to Principal ASAP with details of students and visitors in your care, missing persons and any other relevant information – do not send students to do this

TEACHERS DURING SCRIPTURE

- ✓ Same procedures. Take scripture roll with you – students stay in scripture groups.

EVACUATION DURING DUTY TIME

- ✓ Duty teachers take students via designated route to evacuation assembly point
- ✓ Non duty teachers must report to playground and assist

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.



PRINCIPAL

- ✓ 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:
- ✓ 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
- ✓ organise counsellors if needed

CANTEEN

- ✓ Lock shutters and doors
- ✓ Move to rear room and lock door
- ✓ Phone office to advise of person/s present and/or missing
- ✓ Do not open door
- Wait for Principal notification that lockdown is over

SAM

- ✓ 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 teacher/s on excursion 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 hall when lockdown is over

SAOs

- ✓ 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

SLSOs/GA/CLEANERS/SCHOOL

COUNSELLOR

- ✓ Stay in the room that you are in or move to the nearest classroom and follow lockdown procedure for that area
- ✓ Lock doors/windows/pull blinds
- ✓ Phone office to advise of your location

TEACHER

- ✓ **TEACHERS ON DUTY-** Cease all activities and move students from BELLBIRD/Basketball Court and EQUIPMENT to ROOMS 1and 2
- ✓ Students from the OVAL to Library
- ✓ Students from COLA move to the HALL
- ✓ Students in 5/6 AREA move to COMPUTER LAB
- ✓ If students need to use the bathroom, they will need to go in a bucket in a storeroom.
- ✓ Follow Red 'Lockdown-in class Procedures'
- ✓ Playground Staff to usher students from toilets
- ✓ **TEACHERS IN COMPUTER LAB/ PATCH / LIBRARY-** Stay where you are and follow Red 'Lockdown in class Procedures'
- ✓ **STAFF IN THE STAFFROOM-** Assist staff in the playground to usher students to lockdown area
- ✓ Once lockdown over bring all students to COLA for debriefing

SUPERVISING TEACHER ON EXCURSION

- ✓ Advise transport operator to return to nearest Public School - Chittaway Bay PS

VOLUNTEERS

- ✓ Stay in the room that you are in or move to the nearest classroom and follow lock down procedure for that area
- ✓ Lockdoors/windows/pull blinds Phone office to advise of your location

LOCKDOWN PROCEDURES – IN CLASS



In event of serious hail, dust, electrical storm or danger arising
from an unauthorised visitor, notify Principal



Principal or executive declares lockdown and initiates lockdown by signalling The Simpsons
Theme Song.

PRINCIPAL

- ✓ 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 ringing 3 long bells over 30 seconds

After the Event:

- ✓ 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
- ✓ Organise counsellors if needed

SAM

- ✓ 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

SAOs

- ✓ 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

COUNSELLOR

- ✓ 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/pull blinds
- ✓ Phone office to advise of your location

TEACHERS

- ✓ Cease all activities
- ✓ Remain with class
- ✓ If outside, 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
- ✓ If children need to use the toilet, they will have to go in a bucket in the storeroom for privacy.
- ✓ 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
- ✓ Once lockdown over, bring all persons in your care and class roll to the COLA for debriefing

CANTEEN

- ✓ Lock shutters and doors
- ✓ Move to rear room and lock door
- ✓ Phone office to advise of person/s present and/or missing
- ✓ Do not open door
- ✓ Wait for Principal notification lockdown over

VOLUNTEERS

- ✓ 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/pull blinds
- ✓ Phone office to advise of your location

SUPERVISING TEACHER ON EXCURSION

- ✓ Advise transport operator to return students to the nearest Public School - Chittaway
- ✓ Bay PS
- ✓ Contact parents to collect students from Chittaway Bay PS

Intervention Programs

InitialLit

InitialLit is an evidence based, whole class literacy program providing all children with strong foundations to become successful readers and writers.

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.

Children's 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.

I hope you find this Parent Handbook helpful.

Regards,

Sharlene Percival
Principal