



Education
Public Schools



WentworthPoint
PUBLIC SCHOOL
GROWING OUR CHILDREN FOR THE FUTURE

2020

PARENT HANDBOOK

Revised 22 January 2020

Our National Anthem

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

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



Our school acknowledges the Wangal people of the Eora Nation, who are the traditional custodians of the land along the southern shore of the Parramatta River. We express our gratitude for the sharing of this land and acknowledge our sorrow for some of the costs of that sharing and pledge to take care of the land and its people for the future.

School Name: Wentworth Point Public School

Address: 5 Burroway Road

WENTWORTH POINT, 2127

Telephone: 97486260

Email: WentworthPointPublicSchool@det.nsw.edu.au

Website:

<http://www.wentworthpointpublic.schools.nsw.edu.au/>

Motto: Growing Our Children for the Future

Newsletter: The Aquila Feed

Mascot: White Bellied Sea Eagle (Wayne)

Colours: Navy, lime green and white

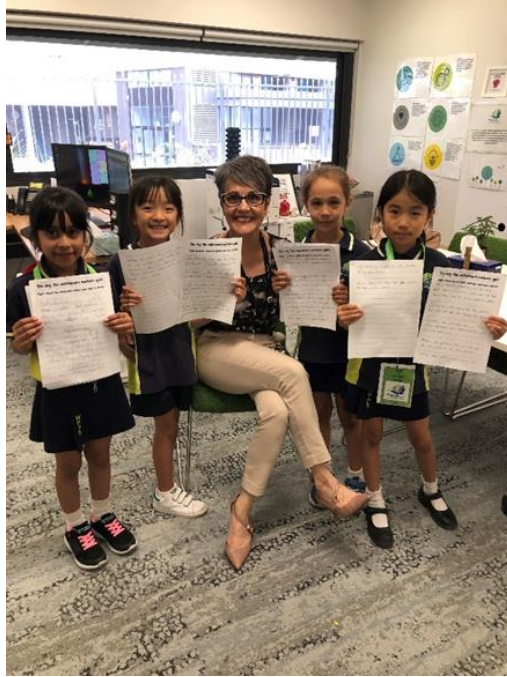
Principal: Ms Rose Manousaridis

School Administration Manager: Mrs Alyson Watson

School Network: Auburn

Director Educational Leadership: Mr John Kennedy

Warm Welcome from Rose Manousaridis (Principal Rose)



On behalf of our school community I am delighted to welcome you to Wentworth Point Public School and look forward to working with you to ensure that your children become competent, autonomous, self-directed and happy learners who thrive at school.

The opportunities which we provide at Wentworth Point Public School are simply outstanding.

Not only are we operating in a contemporary building purposefully designed to facilitate Futures Learning Pedagogy, but our highly skilled, motivated and professional staff have the rare opportunity to create robust foundations for an exceptional learning organisation which supports the growth and development of our children as we prepare them for a future full of opportunities and exciting possibilities.

Very importantly, our school places a significant emphasis not only on academic excellence but on the social and emotional wellbeing of all learners. We invest heavily in building quality relationships so our children can feel safe, connected and engaged at our school. We also place a special focus on the learning dispositions (Habits of Mind); persistence, agility and flexibility, motivation and drive to learn, metacognition, problem-solving and questioning. Extra Curricula offerings will also be a focus as we work towards building our Creative and Performing Arts and Sporting Programs.

By choosing Wentworth Point Public School you are choosing the very best of what is on offer in primary education to prepare your child to become a literate, numerate and socially responsible citizen of the future.

My unrelenting focus on the learning and wellbeing of our children, staff and our community drives all of my decision making. Respect, professional commitment, integrity, honesty, openness, purposeful and disciplined collaboration, a strong work ethic and a commitment to service provide the foundation for my leadership

The following document is continually evolving as our school evolves. I hope it provides you with a useful starting point.

What our school expects from parents

When parents choose to enrol their children at Wentworth Point Public School they enter a partnership where the responsibility of the child's education becomes a shared responsibility. Developing open, respectful and two-way communication between our school and parents will increase the opportunities for success of all students. We look forward to working with our community to ensure that our children become happy, autonomous and self-regulated learners.

We expect you to respect and trust our professional judgement. We have your child's best interest at heart and we are qualified professionals who are best placed to make educational decisions. We expect a positive and constructive approach as we work together through good times and bad.

We encourage parents to be involved in their child's school life. Make time every day to talk about school and to listen to your child. Show pleasure in the things they bring home. Display them. Sometimes take or send them to relatives. At the same time take the time to discuss any aspects of your child's school life that may not be going well and help your child develop the skills to manage difficult situations.

Parents can take an active part at school by helping in the classroom, or at sport, or on excursions. It is especially important for parents to visit their child's school on special days if at all possible. Every time parents visit the school they give an unspoken message that school is important.

We offer programs that rely heavily on parents helping. These include sport, developmental play, reading programs and excursions. Individual teachers may also need parents at specific times in various curriculum areas. Please feel free to come along once you have completed the requirements for working as a volunteer. The teachers always appreciate the help parents provide and children enjoy seeing parents at school.

Please refer to the School Community Charter later in this handbook.

What we believe parents expect from the school

We believe that you expect us to be caring and kind, to be firm but friendly and fair, and to guide your child through a program designed to provide them with the best possible conditions for a successful and happy education.

Children begin school with widely varying experiences, skills and attitudes. Some will make faster progress than others. **School is not a competition.** What counts is whether your child is happy at school, making progress and is developing positive concepts about themselves as learners with a strong growth mindset.

We believe you expect us to listen to you and learn from you. After all you are your child's first teacher.

Ms. Rose Manousaridis
Principal
Wentworth Point Public School

OUR LOGO AND MOTTO



Our Motto

GROWING OUR CHILDREN FOR THE FUTURE

The concept of growing our children immediately brings to mind the deliberate and purposeful design of conditions which promote learning to equip our children with the cognitive, social and emotional knowledge and skills to enable them to confidently navigate a future of extraordinary change, innovation, disruption and uncertainty.

One cannot force anything or anyone to grow, so the motto also recognises the critical role the child plays in the process of growth by being an active, engaged, responsible and happy learner.

To grow our children for the future will require the same conditions to promote learning in our staff and our community as we model being active, engaged and responsible learners while we guide and support our children.

The Logo

The logo was commissioned to daiquiri design www.daiquiridesign.com.au.

The Building

The modern and dramatic design of the building embodies a forward and outward facing school ready to embrace a future full of possibility. Student centred, flexible, technology enabled learning spaces, will facilitate authentic collaboration with children, staff and the community to promote competence, autonomy, happiness and quality relationships.

The White Bellied Sea Eagle

The White Bellied Sea Eagle inhabits the local area and reminds us of the power, beauty and the vulnerability of our natural environment. The bird, looking forward with a strong sense of purpose will inspire us to have the same courage and resolve to not be distracted from our key directions as a learning community.

More importantly however the bird reminds us of our responsibilities in caring for our natural environment as has been the case with this bird when an EagleCAM was started, and funded, by a small dedicated group of Birdlife Australia volunteers in 2009 to assist the community to understand and protect this beautiful bird.

The River

Parramatta River is an iconic part of Sydney's Aboriginal and European history.

The Wangal people of the Eora Nation were the traditional custodians of the land along the southern shore of the Parramatta River which provided their communities with food, clothing and other resources necessary to their lifestyle as well as a means of travelling throughout the region by water.

Today the River continues to play a central role in the lives of city dwellers and provides a beautiful vista from the school.

The Colours

The colours are fresh, modern, vibrant and unique in terms of logo and uniform design in our local area.

Blue and green are symbolic colours in the environment reminding us that we have a duty to take care of the environment which has taken care of us for thousands of years.

OUR VISION

Our vision is to expect nothing less than personal excellence by ensuring that we place children at the centre of their learning and wellbeing, by developing positive relationships and by delivering a challenging and engaging curriculum in innovative learning environments which nurture and stretch all children.



This symbol indicates that the school has or is in the process of developing school procedures and guidelines in accordance with the NSW Department of Education's (DoE) Policies and Procedures. It also indicates that what is written is directly related to the DoE Policies and Procedures.

The A-Z OF OUR SCHOOL



ACCESS TO SCHOOL PROCEDURES

These procedures aim to ensure that only authorized persons have access to children and staff during the school day to ensure safety and to minimize disruptions to teaching and learning. All visitors between 9.00 and 3.00, including parents, are required to report to the office and wear a visitor lanyard. School gates are closed between 9.10 am and 2.45 pm. They are closed between 3.15 pm and 8.30 am.



ANTI-BULLYING PLAN

The school rejects all forms of bullying and harassment. The school's Anti Bullying Plan is written in accordance with the NSW Department of Education's requirements on a standard template.



ANTI-RACISM

Our school operates in accordance with the DoE Anti-Racism Policy which commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

Our school's Anti-Racism Contact Officer is Mrs. Nidhi Bajaj.

ASSEMBLY AND DISMISSAL OF CHILDREN

Our role as educators is to prepare children for the real world.

Our philosophy is focused on teaching self-management and self-regulation so children can generalise school behaviours in the real world.

Our school does not expect children to line up in army style lines and to waste valuable time assembling when they should be learning. No lines however should not mean disorder and a lack of boundaries in relation to how we expect children to conduct themselves.

We teach children the common courtesies when they assemble and transition to their homebases or the playground:

- Listen to the teacher's instructions
- Walk on the left side
- Use your inside voice
- Keep your hands and feet to yourself
- Stop at designated spots
- Keep your property close at hand (no swinging of lunch boxes or drink bottles)

What happens in the morning?

Support Unit

Children in the Support Unit drop off their bags in the Support Unit via the Support Unit gates which is supervised by a teacher.

Kindergarten

Children in the demountables drop off their bags at their classrooms. The children in the classrooms on the ground floor facing the field drop off their bags adjacent to their classrooms (external side).

Years 1 and 2

The children in the classrooms on the ground floor facing the field drop off their bags adjacent to their classrooms (external side). Children on levels 1 and 2 drop off their bags and assemble in designated areas in the COLA in accordance with their homebases.

Years 3-6

Children drop off their bags and assemble in designated areas in the COLA in accordance with their homebases.

What happens in the afternoon?

Support Unit

All children in the Support Unit are collected by an authorised adult at the Support Unit gates.

Kindergarten

Children in the demountables are collected by an authorised adult at the demountables. Children on the Ground level are dismissed directly from their classroom (external side).

Years 1 and 2

Children on the Ground level are dismissed directly from their classroom (external side). Children on levels 1 and 2 are escorted to the COLA at 2.55 pm and must be collected by an authorised adult.

Years 3-6

Children are escorted to the COLA at 2.55 pm and may leave the school unaccompanied by an adult unless alternative arrangements have been made with the school.


K students and students in the Support Unit are collected by Kids Capers (Before and After School Care Service Providers operating from the school hall). 1-6 students make their own way to the hall.

What happens if children are not collected by 3.10 pm?

Any children not collected by 3.10 will be escorted by the teacher to the office where parents will be contacted. Teachers should remain with the child until such time as the Principal or Deputy Principal can supervise the child. Parents are required to attend the office to collect their children after signing them out.

A TTENDANCE

Regular attendance at school is fundamental to learning and socialisation.




EVERY DAY COUNTS...

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

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

Give your child every chance to succeed...

Every day counts!



Absences

The Department of Education requires information in writing if your child is absent from school for any reason. On the day of return to school the note, addressed to the class teacher and indicating the dates of the absence and the reason for the absence, should be given to the class teacher. Class teachers will request an explanation after one week if a note is not received.

Late Arrivals and Early Departures

It is important that children arrive at school on time. Late arrivals are recorded as a partial attendance and must be explained by parents.

Early departures are also recorded as partial attendance and must be explained by parents. Wherever possible we ask that parents make medical appointments outside of school hours.

Long Term Absences

If children will be absent from school for a significant amount of time for the purposes of overseas travel for example, parents are required to complete documentation and provide a copy of the travel itinerary for approval by the Principal.

Concerns about attending school

If your child is expressing negative feelings about attending school please contact the Principal immediately to provide you and your child with the necessary support.

BELL TIMES AND TRANSITIONS

8.30 AM	Playground supervision begins. For safety reasons no children should be on the school premises before this time unless they are participating in an activity which is supervised by staff. Children are required to sit quietly in the COLA and no play is permitted before 8.30 am.
9.00 AM – 9.15 AM	Morning Fitness in accordance with the school timetable.
9.15 AM – 11.00AM	Session 1 Children assemble at the COLA, Demountables and at external entries of ground level home bases and teachers escort them to their home bases.
10.45 AM – 11.00AM	Break 1 – Supervised eating time in designated spaces. Teachers escort children to the playground.
11.00AM – 11.30AM	Playtime
11.30AM – 1.30PM	Session 2 Children assemble at the COLA, Demountables and at external entries of ground level home bases and teachers escort them to their home bases.
1.15 PM – 1.30PM	Break 2 – Supervised eating time
1.30PM – 2.00PM	Playtime
2.00PM – 3.00PM	Session 3 Teachers escort children to the playground
2.55 PM	Teachers, except teachers on the Ground Level facing the playground and in demountables escort their classes to the COLA for dismissal.
3.00 PM	End of day. Children in years 3- 6 may leave the school independently. All children Kindergarten – Year 2 must be collected by a parent or authorised adult. If parents are not on time they need to collect their child from the front office.

BIRTHDAYS



We request that you do not provide any items for your children when it is their birthdays. We do not have the permission of all the parents in the class to distribute food or toys to their children. We will ensure that your child is made to feel special on their birthday without the use of food.

CANTEEN

Our canteen, The Eagles Nest is operational five days per week.

CHILD PROTECTION

All staff are required to complete child protection awareness training. All staff and volunteers are required to have a Working with Children Check.

CLASS STRUCTURE AND ORGANISATION

When making decisions about class placement, a range of factors are carefully considered to maximise the learning opportunities of all children.

Generally, classes are defined as groups of children who are of the same age, however there may be occasions when children of different ages are grouped together (multi age classes). It is important to consider that learning does not occur simply on the basis of age and there are many advantages to having children learning in a multi age environment.

The school adheres closely to the department's class size policy with class sizes being as follows:

Kindergarten – 20 children or less

Year 1 – 22 children or less

Year 2 – 24 children or less

Years 3-6 – 30 children or less

CLASS NAMES

Classes are named in collaboration with the children and the teachers. This provides an excellent opportunity for children to begin to understand the concepts around building identity and purpose.

When children decide the name of their class they have to undergo a process to explain what the name stands for and how their learning will be reflected in the name.

Students should be able to explain what the name stands for. They need to be actively involved in the process by designing a class logo, possibly a motto and they should decorate their own classroom. This process is about building a class identity with values aligned to the school

values and the learning dispositions. We want students to be invested in their learning environment and this is one small step given that traditionally the class name is always about the teacher.

COMMUNICATION



Effective communication with our parents is a key priority at our school.

- Social Media
The school has a Facebook page and you can find us by searching Wentworth Point Public School.
- School website <http://www.wentworthpointpublic.schools.nsw.edu.au/>

The school encourages and values feedback from parents. We believe that face to face conversation is always better than an email.

Parents are required to make an appointment with the staff concerned so that adequate time and privacy can be devoted to the process. It also ensures that staff exercise their duty of care with their class, as it is not possible for them to attend to this duty and provide adequate attention to parent and guardian feedback. If the matter is urgent please approach the Principal. **Parents are requested not to raise issues with teachers when they are exercising their duty of care for their class.**

If parents elect to email the school, there will be a response within 24 hours. Please be advised that teachers at our school are not provided with the authority to email parents.

To ensure that parents receive an appropriate response, it is important that they approach the person who can assist them.

CONCERN	APPROPRIATE ACTION
The academic progress of your own child	Directly contact the child's teacher either by note, by phone or in person to arrange a suitable time to discuss any issues.
Issues around your own child	<p>For minor issues directly contact your child's teacher to clarify information.</p> <p>For more serious concerns, contact the office. State nature of concern and arrange a suitable time to talk with class teacher or appropriate staff member.</p> <p>To convey information about change of address, telephone number, emergency contact, custody details, health issues etc. Please contact the office.</p>
Issues around other students	<p>Contact the class teacher.</p> <p>Contact the Principal if the problem persists.</p>
School policy or practice	Contact the office. State nature of concern and make an appointment to see the Principal.
Issues around a staff member	Contact the office and arrange an appointment to meet directly with the Principal.



The school utilises Schoolzine as its community engagement platform, including the distribution of the newsletter, The Aquila Feed. Please follow the instructions below to install the app on your device.

INSTALLING SZapp

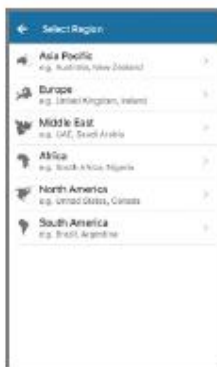


Apple devices:

1. On your device, open the App Store.
2. Search the App Store for SZapp.
3. Download and install SZapp.

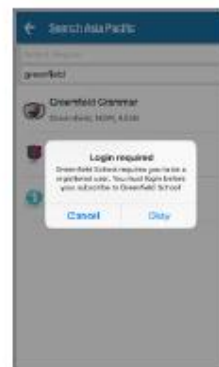
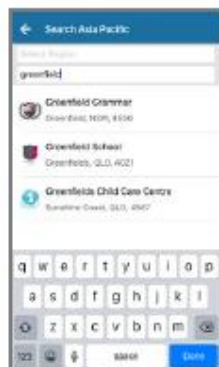
Android devices:

1. On your device, open the Play Store.
2. Search the Play Store for SZapp.
3. Download and install SZapp.



1. FIND YOUR SCHOOL

Select your school's region.
Search for and select your school.



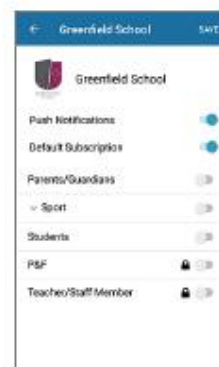
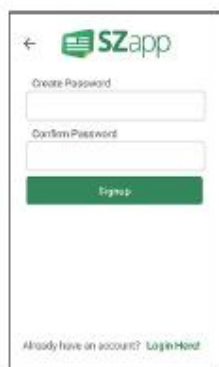
2. REGISTER A USER

Before you can add your school, you will need to register. Register with your email, or sign in with Google or Facebook.



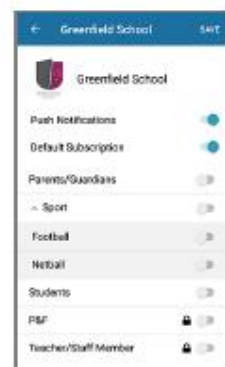
3. REGISTER A USER

Enter your email and name and then create a password.



4. MANAGING NOTIFICATIONS

Choose which group/s you would like to receive notifications from. Groups with arrows indicate that there are sub-groups which you can join.



Formal Meetings with the school

Meet the Teacher

The school provides a meeting in term 1 for parents to meet the teacher. Meet the Teacher meetings are conducted in groups of classes and provide an opportunity for teachers to share what learning looks like in their classrooms.

Student, parent, teacher conferences

In 2020 the school will provide three formal meeting opportunities at Parent, Student, Teacher Conferences (Terms 1, 2 and 4), which require the attendance of parents and students.

The purpose of the term 1 conference is for the classroom teacher to discuss the student's learning goals, to understand the aspirations of the parents for their child, to gain an understanding of the student from the parent's perspective and to build trust and respect with the parents.

The purpose of the conference in term 2 is to provide verbal feedback in relation to the student's midyear report, their learning goals and to provide an opportunity for parents to ask questions and /or provide feedback about their child's progress.

The purpose of the conference in term 4 is to provide verbal feedback in relation to the student's end of year report, their learning goals and to provide an opportunity for parents to ask questions and /or provide feedback about their child's achievements for the year.

Parents of children with additional learning needs participate in additional meetings to develop and evaluate their child's Personalized Learning and Support Plan.

Meetings Requested by Parents

If parents request to meet with staff, they are requested to make an appointment to ensure that sufficient time is made available to address any issues they wish to discuss. It is always helpful to explain to the staff member the reason for the request so staff can be fully prepared before the meeting.

We request that parents do not raise matters which require a meeting forum with teachers when they are managing their class, including in the mornings when they are escorting children to the classroom and in the afternoon when they are dismissing children. This ensures that the teacher can attend to their duty of care of ALL children in their class and that matters are discussed privately.



SEESAW

EMPOWER STUDENTS AND ENGAGE FAMILIES WITH SEESAW



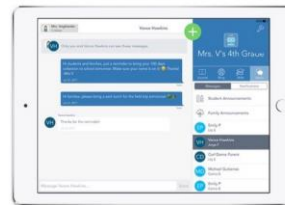
For Students

Seesaw empowers students to independently document their learning with built-in creative tools, and provides an authentic audience for their work.



For Families

Seesaw gives families an immediate and personalized window into their child's school day, and makes communication with teachers seamless.



For Teachers

Seesaw saves time on organization and parent communication, makes formative assessment easy, and provides a safe place to teach 21st Century skills.

Seesaw is a student-driven digital portfolio which enables parents to view their children's work samples online. Seesaw can be accessed through either downloading the software application using 'Google Play' (non-Mac devices) or 'iTunes' (Mac devices). Alternatively parents can access Seesaw through the Seesaw website: <https://app.seesaw.me/#/login>

Seesaw allows parents to celebrate their child's success with them, without physically being in the classroom. Seesaw tools enable students to upload photos and videos of themselves engaging in a class learning activity. Students scan their Class QR Code, click on their name and upload their media file. Teachers need to pre-approve student posts online prior to publishing. Parents can view and interact with their child's work sample through 'liking' or writing a comment underneath. Teachers can also send 'Family announcements' to parents via Seesaw, where parents can reply privately. Teachers can send 'Student announcements' however students cannot reply.

Our school is currently reviewing its see saw procedures.



COMMUNITY USER AGREEMENTS

Public schools have an obligation to share their sites with their local community in accordance with DoE Policies. Please contact the School Administration Manager if you are requesting to use the school's facilities.



COMPLAINTS, COMPLIMENTS AND SUGGESTIONS

This policy details how the department assesses, resolves and follows up complaints in order to improve its delivery of education programs and services. <https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions>



COUNSELLING and PSYCHOLOGY SERVICES

The school counselling service provides specialised psychological assessment, counselling and intervention services. Our school has been allocated a School Psychologist on a part time basis.

The role of the School Psychologist is to support and improve the wellbeing and learning outcomes of students.

Students may be referred to the School Psychologist following signed approval from parents for assessment of learning or behavior to ensure that the appropriate supports can be provided to enhance learning and wellbeing. Students may also be referred for counselling, to support them to:

- Learn practical ways to cope with difficult or distressing situations
- Learn to regulate their feelings and emotions
- Build resilience
- Build social skills
- Develop communication skills
- Learn relaxation techniques

The School Psychologist is also available to assist and support parents and caregivers in addressing the social, emotional, and educational development of their children through the provision of external agencies.

Referrals to the School Psychologist are made through the Learning and Support team or directly by parents and caregivers.

What does learning look like in our school?

At Wentworth Point Public School we will deliver quality and engaging educational programs which comply with the requirements of the Australian Curriculum. The NSW Education Standards Authority Parent Guide to the NSW Primary Children Syllabus is provided to all parents with this Handbook.



OECD (Organisation for Economic Cooperation and Development) 7 Principles of Learning:



Centre for Educational Research and Innovation

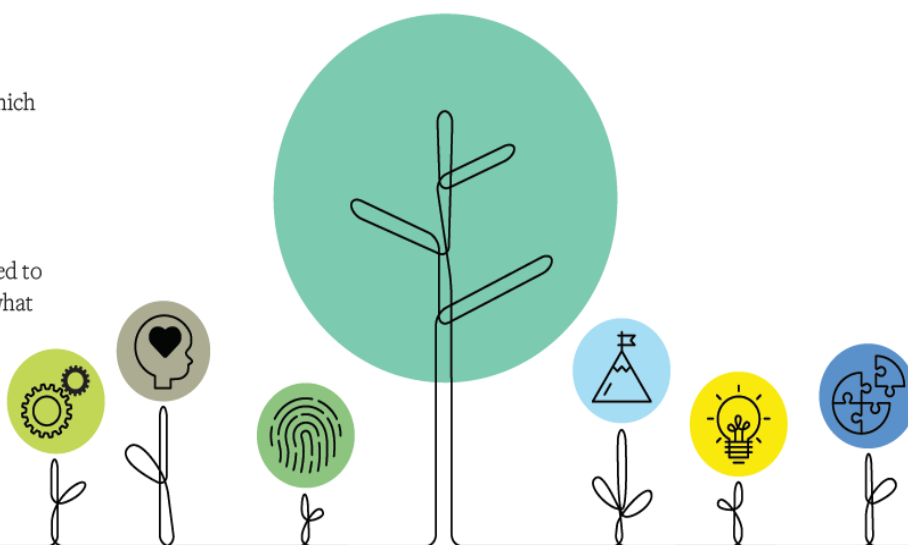
Our icons have been designed by one of our parents Mrs. Sharon Lee.



Innovative Learning Environments at Wentworth Point Public School.

At Wentworth Point Public School we deliver quality and engaging educational programs which are aligned with the Australian Curriculum.

Our school aligns its teaching practices with the OECD Innovative Learning Environments 7 Principles of Learning which support the development of knowledge and skills envisaged to be absolutely essential in the 21st Century or what has been described as the Conceptual Age.





Learners at the centre

Our learning environment recognises learners as its core participants. It is empowering for students to understand the key role they play in the learning process. The development of metacognitive skills, regulation of emotions and motivations, managing time well, goal setting, self-monitoring and reflection are just some of the skills we will focus on.



Our flexible learning spaces provide a wide range of exciting opportunities for learners to work collaboratively in pairs, small groups and use multiple modes of learning including the integration of technology. Collaboration is not only a critical skill but well-designed collaborative activities contribute to improved learning.

The social nature of learning



We embed social and emotional learning into our teaching practices by teaching the skills of problem solving, critical thinking, perseverance, determination, resiliency, empathy and respect.

Emotions are integral to learning



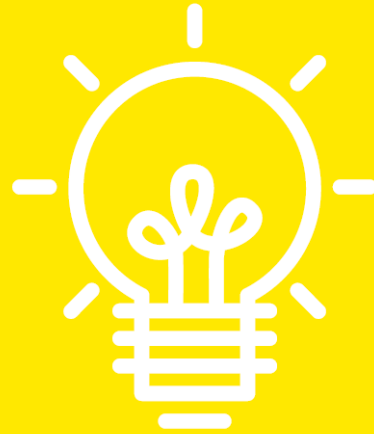
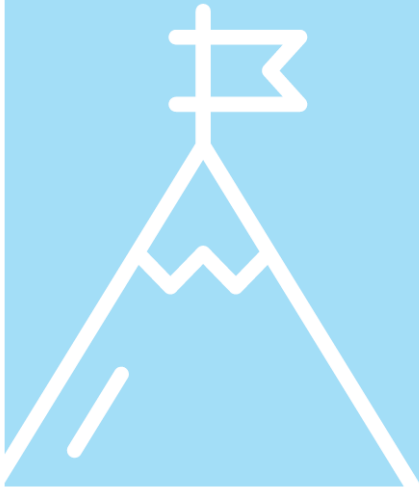
Recognising individual differences

Our learning environments and teaching practices adapt to the needs of the learners. Students are treated as individuals with unique strengths and needs.



Stretching all students

Our learning environment expects hard work and challenge but not excessive overload. We ensure that students are not left behind in the 'practice zone'.



Assessment for learning

Our learning environment is clear and explicit about what is expected and what success looks like. Meaningful feedback is used constantly to support continuous growth.



Deeper learning which focuses on cross curricular concepts and which can be applied in a variety of relevant ways including strong connections with the wider environment and society is a defining feature of our school. Simply focusing on the acquisition of information is no longer relevant.

Building horizontal connections



CUSTODY MATTERS

We apply the guidelines as provided by the DoE in regards to family law related issues. Newsletters and reports are sent to the custodial parent unless otherwise requested. The school must be given copies of documentation relating to custodial matters, e.g. Apprehended Violence Orders. The school cannot prevent access of a non-custodial parent unless we have a copy of the current court order preventing access. Please advise the school in writing of any special arrangements.

DISABILITY

The term disability includes children with an intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions or autism. Our school complies with the NSW Department of Education's Disability Inclusion Action Plan 2016 – 2020 which responds to State and Federal legislation and policy initiatives that support the rights of people with disability. Primary among these is the Disability Discrimination Act 1992 which protects the rights of people with disability.

A range of supports are in place at our school for children with disabilities in mainstream classes and for children in the Support Unit to ensure that they can participate in education on the same basis as their peers.

A strong team approach which includes parents, teachers, school support staff, allied professionals and the community, plays an integral role in providing the best possible educational opportunities for students with disabilities.



EATING

School is a busy place so don't pack too much food for your child. They are given two 15 minute breaks for eating and a short crunch and sip break during the day. Crunch and sip time will vary from class to class.

We encourage healthy lunches and ask that you do not include sweet foods including juice.

What to pack in the lunchbox?

A small container of chopped fruit or vegetables (carrot or celery sticks etc) for crunch and sip.

Pack sandwiches, sushi, wraps, salad or other suitable cold foods for lunch. Cheese and crackers or crackers with a small tub of hummus can be a good snack for during the day. Pack a whole piece of fruit or a second container of chopped fruit if your child prefers. Dried fruit and muesli bars also make great snacks. Packets of biscuits and chips should be packed infrequently as a "treat".

To keep food cool in the warmer months please include a small chiller brick.

The school does not have the facilities to heat food for students. In the winter months you may like to pack a small thermos of hot food (no glass please).

Make sure your child has a bottle of water with them each day as we encourage students to drink throughout the day. No soft drinks please.

Your child may choose whether they eat “lunch” at Break 1 or Break 2 as many are hungriest at the first break and choose to eat their “snack” at the second break.

10.45 – 11: Eating time

11.00 – 11.30: Break 1 – play time

1.15-1.30: Eating time

1.30-2.00: Break 2 – play time

Your child will need to have something to eat and drink each day for both breaks.

Our school also implements Crunch&Sip. More information can be found at <https://www.healthykids.nsw.gov.au/campaigns-programs/crunchsip.aspx>



Lunch boxes are recommended but please remember to label the lid **and** the bottom of the box.

Some children are given far too much food with strict instructions that it must be eaten and many children are unable to eat all their food. Please monitor your child's food needs regularly. Whilst it is reasonable to expect that the food you provide will be eaten, please, be flexible about this. Some days your child may not be hungry. Some children eat little at school. Encourage your child to take home leftover food rather than waste it by throwing it in the bin.

As part of our health program children are encouraged to eat healthy foods. You are asked to supply healthy food your child enjoys. Please note: No peanut products as we have

children with allergies.

ENROLMENT

Our school can assist with enrolment inquiries throughout the year.

Please refer to the DoE website <https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment/primary-school-enrolment> which includes:

- Information required
- Children with a disability or learning needs
- Kindergarten
- Changing school
- Temporary residents

The site also has the necessary forms, including translated forms.

EXCURSIONS

The school complies with the Department of Education's Policy and Procedures.

EXTRA –CURRICULAR PROGRAMS.

We recognise the critical importance of promoting and nurturing the creative talents and abilities of our children. The school currently provides piano lessons, ballet lessons and Chinese language lessons through third party providers. As the school grows so will these important programs.

HEALTH AND MEDICAL MATTERS

Accidents, Illness or Injury

In the event of accident or illness, one of the following will apply:

- Minor first aid will be administered at the Sick Bay; your child will be provided with a slip indicating they have visited the sick bay;
- If an illness or injury is more serious or needing medical attention the parent or carer will be telephoned immediately;
- In the event of serious accident, injury or illness an ambulance will be called and parents or carers notified immediately.

Administration of Medicines at School

Parents of children requiring the administration of prescribed medicines at school are required to provide written documentation from their doctor and complete an Administration of Prescribed Medication Deed of Indemnity and the Register of Prescribed Medication forms. The medication should be supplied in person by the parent and given to the School Administration Manager in the original container. A daily dispenser may also be needed. All medication must be stored at the Office.

The safest and most preferred option is for medications to be administered at home. Prescribed medications that are given 'three times daily' can usually be given before school, after school and before bedtime in most cases.

Children are not permitted to carry medication at school. If there are extenuating circumstances which require students to carry their own medication, please approach the office and you will be provided with the appropriate documentation.

Ambulance Service

An ambulance will be called to transport a child to hospital should the need arise. Every effort will be made to contact the parents or emergency contact person prior to calling the ambulance. There is no cost to parents or school if an ambulance is required. Each school pays a yearly amount to have ambulance coverage.

Anaphylaxis and Allergies

Parents of children who have a doctor's diagnosis for anaphylaxis are required to provide the school with a Health Care Plan for their child. School staff have undergone training in how to assist children who are having an anaphylactic reaction (severe allergic reaction). Epi-pens and medication are stored in the Sick Bay (School Office) so that easy access is assured if this medication is ever required.

For any child who has an allergy (e.g. bee stings) the school should be notified.

The school requests that parents place no nut products in their child's recess or lunch e.g. peanut butter or other spreads that contain nuts.

The school utilises Anaphylaxis Risk Management Strategies. All children who have anaphylaxis have an Individual Health Care Plan and an ASCIA plan kept in their files, in the casual folders and on the Student Health notice board in the staffroom.

An Epi-pen must be taken on all excursions and all other circumstances where children leave the school premises. All staff are required to complete mandatory anaphylaxis training.

The *Allergy and Anaphylaxis Management within the Curriculum P-12 – Procedures* have been developed to protect the health and safety of children and to assist all teachers when planning activities that may involve children in the preparation or sharing of food. The procedures advise that **schools must not use peanuts, tree nuts or any nut products** in curriculum or extracurricular activities. This does not include foods labelled as "may contain traces of nuts".

We are a peanut aware school.

Children are not permitted to share food.

Asthma

All children who have asthma are required to have an Asthma Plan from their doctor.

Head Lice

Head lice must be treated with appropriate preparations. Your child's class will be notified if the need arises.

Health Plans

Individual health plans are developed for children as appropriate, in consultation with parents. The school should be advised in writing of known allergies or conditions such as asthma. Where appropriate the school will seek permission to contact the family doctor.

Immunisation

The Public Health Act (1992) requires that parents provide documented evidence of a child's immunisation status on enrolment at school. All children enrolling for Kindergarten are required to provide the school with an immunisation certificate.

Infectious diseases

Principals must notify their local public health unit of certain vaccine preventable diseases.

The following link provides information about infectious diseases

<http://www.health.nsw.gov.au/Infectious/diseases/Pages/default.aspx>



The school's Homework Procedures and Guidelines are posted on the school website. A hard copy is provided to all families when they enrol.



The school utilises the Interpreter Service. Do not allow language barriers from preventing you to understand and communicate. If you need an interpreter it is simply a matter of a phone call and it is all confidential.

KINDERGARTEN

This section should be read in accordance with the NSW Department of Education 'Getting ready for primary school which is included in the Kindergarten Orientation Welcome Packs.

Getting ready for primary school



education.nsw.gov.au



Kindergarten is a very important stage in the life of a child. The way children start school, will have a significant impact on their approach to their learning as they progress through the school. It is in Kindergarten that students develop concepts about themselves as learners and form attitudes to school. A successful year will create a good basis for all future schooling.

The emphasis at our school is to provide each child a wide variety of appropriately planned and structured learning experiences in a caring and challenging environment. We aim to ensure that our school has a relaxed and happy atmosphere.

Preparing your child for the first days at school

It is easier for children to adjust to school if they have had practice in:

- talking with children and adults and communicating their needs to them
- playing, sharing and taking turns with other children the same age and older
- staying with others - family, friends or other carers
- following simple instructions
- going to the toilet and washing their hands afterwards
- putting on and taking off their clothes, including shoes & socks without help
- recognising and looking after their own belongings
- opening and closing lunch boxes, drink bottles and school back packs

- unpacking their lunch
- recognising their name
- using pencils and scissors

Starting School

Starting school brings significant changes to the lives of most children and they need time to get the feel of school. They are moving from the less restricted life of home, day-care or preschool and children need time to adapt to this. During the early weeks much time is taken by learning about school, such as:

- Learning to be a part of a large group.
- Learning to share the teacher's time and attention with the other children.
- Learning to mix with many other children.
- Learning about basic routines of when and how we eat and play outside, how we move from our room to other places, how we attract the teachers attention, where equipment belongs in our room and how to care for it.
- Learning about other places in the school, eg. the library, the hall etc.
- Learning to care for our personal belongings.

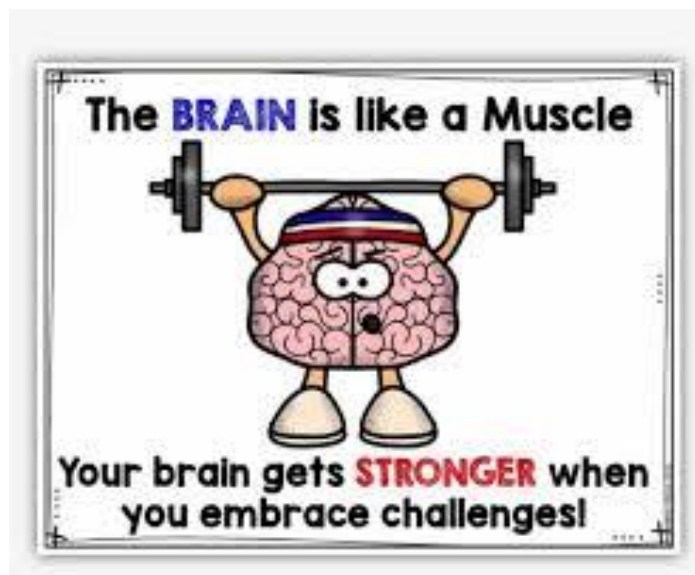
Toilet Independence

Please let the class teacher know of any problems that exist. Please provide a spare pair of underpants in your child's school bag each day. If children have an accident at school and change into the school supply of pants or clothes, these clothes should be washed and returned to school within 2 days.

We see toilet independence as being able to:

- Take down and pull up pants.
- Wipe themselves clean after going to the toilet.
- Dress themselves (if clothes need to be changed).
- Flush the toilet.
- Wash their hands after using the toilet.

If a child has soiled themselves at school, we will contact parents or the contact person to come to the school to change the child.



What is the Best Start Kindergarten Assessment?

Best Start Kindergarten Assessment is a literacy and numeracy assessment conducted for all Kindergarten students in the first five weeks of school. Best Start Kindergarten has been conducted in all NSW public schools since 2010.

Best Start Kindergarten Assessment identifies student's literacy and numeracy skills on entry to Kindergarten. It has been revised to support the NSW Government's **Literacy and Numeracy Strategy 2017 – 2020** and is mapped to the **National Literacy and Numeracy Learning Progressions**.

The revised assessment is conducted in line with existing school practices and will build upon teaching and learning programs that support students in the transition to school.

What will happen on the first day of school?

All Kindergarten children will assemble in the school hall by 9.00 am. Your child will be assigned to a colour group which indicates the class they will be in.

Their teacher will escort them into the Learning Block. Please say good bye to your child before they enter the Learning Block as parents are not permitted in this area unless there are special events.

At some time children are reluctant to leave their parent. The following strategies may assist:

- help your child find a friend before you leave

- listen to your child's concerns and discuss them together
- reassure your child that he or she is safe at school
- make sure your child and the teacher knows who will be picking up your child

If your child is very distressed, please ensure that you leave promptly. We will take good care of your child who will stop crying very quickly after you leave. If your child is very distressed after you leave we will phone you.

On their first day, children will be actively involved in play based learning, they will share reading, listen to and sing phonic songs, learn counting and develop number sense, go on a school tour and have lots of fun.

ABELLING PERSONAL PROPERTY

Please ensure that your child's property including clothing is very clearly labelled.



EARNING RESOURCE HUB (LIBRARY)

The Learning Resource Hub is a work in progress. Children have a weekly opportunity to borrow books which must be stored in a library bag. Please teach your children to take care of the books and ensure they are returned on time so all children can benefit from our beautiful books.



EARNING SUPPORT

Children with learning difficulties experience difficulties with learning in one or more areas of the curriculum. These difficulties may vary in cause, nature, intensity and duration.

If you have concerns about your child's development or progress at school, it is important to discuss your concerns with relevant professionals such as, in the first instance, the school principal, teacher or school counsellor. Your family doctor or your child's paediatrician may also be of assistance in this process.

The school has a Learning Support Team which ensures that children with disabilities and/or special learning needs receive the best possible support.



EARNING SPACES

Education has traditionally relied on the teacher at the front and centre of the classroom as transmitter of information, but as the role of the teacher is evolving so are the designs of learning spaces which are best described as spaces which better support student-centric approaches.

The following is an excerpt for the Department of Education's Future Learning Directorate <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/learning-modes> and will guide our professional practice:

Explore the learning modes

- **Collaboration** is a place to learn with others.
- **Demonstration** is a place to present learning.
- **Discussion** is a place to talk about and share ideas.
- **Experiential** is a place to make, explore and investigate.
- **Explicit** is a place to learn from an expert.
- **Feedback and Reflection** is a place to learn about my learning.
- **Guided** is a place to learn with an expert.
- **Independent** is a place to learn by myself.



M MOBILE PHONES

Parents who wish to supply their child with a mobile telephone which is brought to school need to write a letter to the Principal indicating that the child has their permission and agreement about bringing the phone onto the school grounds. All mobile phones must be signed into the front office and are not permitted in the learning block or the playground.

M MONEY MATTERS

Teachers are not permitted to handle money.

Parents are encouraged to make online payments to the school for amounts owing for students, via a secure page hosted by Westpac Payments can be made using either Visa or MasterCard credit or debit card. Alternatively, cash payments can be made at the office or in the payment box outside of the office.

OUT OF SCHOOL HOURS CARE

Kids Capers OOSH operate from our school hall for before and after school care and vacation care.



About Kids Capers OOSH Service

At Kids Capers, our slogan is '*It's all about the kids*', and it is! We are here to provide a caring, reliable, safe service where your child is cared for in a relaxed, fun, stimulating and supportive environment.

Our program is based on the interests of the children who attend. We will provide a range of activities including sport, craft, drama and passive activities such as stories and drawing for those who need to relax and unwind after a big day at school. An area for homework will be available. Staff are trained in first aid and child protection.

Care and Security for your child

It is most important that the collection and delivery of your child is a safe and smooth process. To this end, we ask you to let us know if your child will not be attending on his/her booked day. All children will be checked by roll in the afternoon when they reach the OOSH centre. Once in the centre, all children will be supervised at all times. Only the persons nominated by the parents will be able to sign your child out of the centre.

Food

Kids Capers OOSH is nut-free and we will supply healthy breakfasts and afternoon tea to your child. Please advise us if your child has any allergies.

Breakfast will be served daily until 8:15am. This will consist of juice, cereal with milk and toast with spreads.

Afternoon tea – A fresh fruit platter will be served at 3.30pm when the children arrive from school. Afternoon tea, for example, homemade cakes, pikelets, cheese and crackers, sandwiches, cheesy noodles etc. will be served at 4.00pm. A weekly menu and program will be displayed at the centre and we really welcome parent input.

Suggestions and Parent Input

We value your suggestions and input. Please feel free to approach any of our staff or drop a note in our suggestion box!

Behavior Management

Staff aim to provide positive and consistent behavior management at all times. We will establish rules for acceptable behavior at the beginning of each term in consultation with the children. Positive feelings of self-worth and consideration for the feelings and safety of others will be our main focus when working with the children in our care.

This service provides before and after school care for children from Wentworth Point PS and

Vacation Care for all children who wish to attend with first preference given to children from Wentworth Point PS. Our service is licensed by Department of Education and Community Services.

Contact details –

Please phone: Julie-Ann 0412 398 539

Admin: 0479 041 096

Email: wentworthpoint@kidscapersoosh.com.au

Web site: www.kidscapersoosh.com.au

Hours of opening -

Before school – **6.30am – 8:30am**

After school – **3:00pm – 6:30pm**

Vacation Care – **6:30am - 6:30pm**

Daily Fees

Please contact Kids Capers.

All booked sessions must be paid for. Cancellations made by the Friday before the booked session will not be charged.

Child Care Subsidy (CCS) is available to assist with fees for eligible families. Please ensure you supply your own CRN and date of birth on the enrolment form as well as for each of your children. All details about CCS are on the government web site: <https://www.education.gov.au/ChildCarePackage>

Applications for CCS can be made through your myGov portal, or by contacting Centrelink/Family Assistance Office on 13 61 50. The CCS rebate is deducted from our fee.

Fee Payment - is by Direct Debit, application form is on our web site.

Enrolment – enrolment form is on their website

PARENTS AND CITIZENS ASSOCIATION (P&C)

The P&C Association consists of volunteers who are parents at the school and who are members of the local community who want to support the school.

The group is committed to supporting and working with the principal and staff to improve the learning experiences of all children.

If you would like to be involved in the development of the P&C we would value your contribution. When people with different backgrounds, interests and experiences come together for a common cause, remarkable gains can be achieved.

More information about the P&C can be found on their own website www.wpps-pca.org.au

If you would like a copy of the agenda and the minutes please contact the Secretary.

We look forward to seeing you.

Contact Details:

Email: secretary@wpps-pca.org.au

Mail:

Attn: Secretary
Wentworth Point Public School P&C Association
5 Burroway Road,
WENTWORTH POINT 2127



P ERMISSION TO PHOTOGRAPH AND PUBLISH IMAGES OF

CHILDREN

Each year the school will seek permission from parents for the school to take photographic images of children in school related activities. These images may then be used in our newsletter, on our website or in school promotional materials.

Additionally, permission to publish student work samples will also be sought. Parents are not permitted to take photographs of children other than their own.



P ROHIBITED ON SCHOOL GROUNDS

- **Smoking.** No smoking is allowed on school premises or within 4 meters of a pedestrian entrance or exit from the school.
- **Alcohol**
- **Dogs.** The Companion Animals Act bans dogs from public places such as school premises.
- **Offensive/Aggressive language or behaviour directed towards staff, children or parents.** Parents do not have the authority to approach children other than their own in the event there has been an incident at the school.
- **Weapons** or look-alike weapons are allowed at school. If such an item is found, it is confiscated immediately, reported to the Principal and must be collected from the school by a

parent. The school may be required to report any matter relating to a weapon to the police. All knives, including knives for the purpose of eating are strictly prohibited.

ROAD & TRAFFIC SAFETY

All laws apply to our school. Details specific to our site such as parking in the vicinity of the school and on school grounds to be developed.

REPORTING TO PARENTS

Parents receive two reports per year at the end of semester 1 (June) and the end of semester 2 (December).

SCHOOL BAGS

Here's an easy list of what to pack in your child's school bag each day:

- Jumper
- School hat
- For the littlies: undies and a change of clothes
- Lunch box packed with recess, lunch and fruit break
- Bottle of water
- Home reader
- Any notes that need returning
- Pencil case filled with pens/pencils, coloured pencils/textas, erasers*
- Ruler*
- Any books or paper needed*
- Library bag on the right library day (with book inside)

*** usually not needed for the younger years, check with your child's teacher.**

What to leave out:

- Toys
- Anything you don't want lost/broken
- Anything that will distract from learning
- Anything that could be considered a weapon, including knives for eating purposes
- Large amounts of money



SCHOOL COMMUNITY CHARTER

The 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.



Collaborative. Respectful. Communication.

On this page

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

- [What our schools provide](#)
- [We all play a part](#)
- [Communicating with our schools](#)

The NSW Department of Education has introduced a **School Community Charter (PDF 1.4 MB)** for all members of NSW Public School communities. It has been developed in consultation with a wide range of stakeholders.

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 students, parents and schools work together. The School Community Charter aligns with the department's **Strategic Plan 2018 – 2022.**



We work in partnership to promote student learning.



We treat each other with respect and fairness.



We communicate in a positive and constructive manner.



SCHOOL DEVELOPMENT DAYS

School Development Days are used by schools to improve the skills of our teachers, school leaders and school administrative support staff. The dates are determined by the Department's Secretary and are scheduled to occur at the commencement of Term 1, Term 2, Term 3 and the final two days of the school year.

Schools may vary the date of school development days. Parents are advised of any changes at the beginning of the year.



SCHOOL PHOTOS

School photos are taken in term 1.



SCHOOL RELIGIOUS EDUCATION

SRE classes on offer at our school include Catholic, Hindu, Islamic and Protestant. Students who do not attend one of these groups will attend "non scripture" where they will do passive activities such as reading, drawing or listening to stories. Parents can change the group their child attends by contacting the front office. Below are the links to the curriculum for each group.

Catholic Curriculum

<https://ccd.sydneycatholic.org/publications/curriculum-resources/>

Hindu Curriculum

<http://www.vhp.org.au/content/hindu-scripture-classes>

Islamic Curriculum

<https://www.isre.org.au/scope-k-6/>

Protestant Curriculum

<https://cepconnect.com.au/curriculum>

All enquiries should be directed to the office.

SCHOOL SECURITY

- Closed circuit television (CCTV) operates in the school 24 hours per day
- Buildings are alarmed.
- No child is permitted to leave the school grounds during the school day unless signed out through the office and accompanied by a parent or is attending a school-approved excursion.
- No child is to enter or remain in a classroom without teacher supervision.
- School Security can be contacted on 1300 880 021

SCHOOL UNIFORM

Our unique uniform identifies our children as being members of the Wentworth Point Public School learning community and aims to:

- Define our identity and build a positive image in our local community
- Develop a sense of pride and belonging to our school
- Promote a sense of inclusion and equal opportunity
- Reduce the risk of peer pressure to wear fashionable and expensive clothes

Guidelines

- The school uniform applies during school hours, travel to and from school and when children are on school related business
- Nail polish is not permitted
- Minimal jewellery is allowed. Stud earrings and watches are permitted
- School hats should be worn at all times in the playground, for sport and on excursions. With sun safety in mind the school holds a *NO HAT, PLAY IN THE SHADE* position. Children not wearing a hat will be required to remain in the shade during recess, lunch and sport for their own well-being.

- Parents seeking an exemption to the school uniform due to religious beliefs, ethnic or cultural background, student disability, health conditions or economic hardship should apply in writing to the Principal.

The school uniform is distributed by Pickles School Uniforms and is available for purchase online and in the school hall, Wednesdays 8.30 – 9.30. 100% cotton white polo's are available for children with skin allergies and sensory preferences.

SHOES

We request that children wear black leather shoes but all black runners are acceptable. Sport footwear is only permitted during sport.

The uniform can be purchased on line www.pickleschoolwear.com

The uniform can also be purchased at the uniform shop which is located in the School's Main Hall. Hours will be Wednesday 9.30 – 9.30 am.

WENTWORTH POINT PUBLIC SCHOOL GIRLS K-6: SUMMER UNIFORM



WENTWORTH POINT PUBLIC SCHOOL GIRLS K-6: WINTER UNIFORM



WENTWORTH POINT PUBLIC SCHOOL BOYS K-6: SUMMER & WINTER UNIFORM



WENTWORTH POINT PUBLIC SCHOOL K-6: SPORT UNIFORM



WENTWORTH POINT PUBLIC SCHOOL K-6: ACCESSORIES



S PORT HOUSES

Rose- Named after Iain Murray Rose. Murray Rose was an Australian swimmer who became a hero after the 1956 Melbourne Olympic Games. He won three Gold medals, the 1500m, 400m and 200m relay in Freestyle. He competed in the 1960 Rome Olympic Games and won 1 more gold medal in the 400m freestyle becoming the first swimmer to win the 400m freestyle two years in a row. This achievement has only been replicated once by Ian Thorpe. At Wentworth Point Public School, Rose will be represented as the Blue house colour.

Meares – Named after Anna Meares who is an Australian cyclist. Anna Meares became the first Australian female gold medalist in track cycling in the 2004 Athens Olympic Games, however it is Anna Meares' story of determination and not giving up, which makes her a notable hero. Her silver medal in the 2008 Beijing Olympic Games came after a horrible accident seven-months prior after breaking her neck in a race crash. Anna Meares has given the honour of Australia's flag bearer for the 2016 Rio Olympic Games. At Wentworth Point Public School, Meares will be represented as the Yellow house colour.

Fraser – Named after Dawn Fraser is a legend of Australian swimming. Dawn Fraser become a national hero after the 1956 Melbourne Olympic games, where she won 2 gold medals, in 100m freestyle and 4x 100m Freestyle relay. Fraser became the first athlete of any sex to win the same event at three consecutive Olympics. Her greatest inspiration race was following a heartbreaking accident that severely injured Dawn Fraser prior to the 1964 Tokyo Olympic Games, where she won gold. Her individual medal tally stands at 4 gold and 4 silver medals. At Wentworth Point

Public School, Fraser will be represented as the Green house colour.

Windsor – Named after Harley Windsor who became Australia's' first indigenous winter Olympian when he took part in the 2018 PyeongChang Winter Olympic games. Windsor is a pair figure skater, whilst his Olympic story is just beginning, just like Wentworth Point Public School, there are high expectations for him in the following years. At Wentworth Point Public School, Windsor will be represented as the Purple house colour.



S UN SAFETY

NO HAT, PLAY IN THE SHADE. Children are encouraged to use shaded areas including the COLA if not wearing a hat in the playground. Parents may wish to apply sunscreen to their child before school or swimming activities. The school hat is an essential component of the school uniform.





TERM DATES AND VACATIONS (2020)



TERM 1	Wednesday 29 January to Thursday 9 April Staff return on Tuesday 28 January (School Development Day) Kindergarten children will start on Monday 3 February. Year 1-6 Children will return on Wednesday 29 January.
AUTUMN VACATION	Friday 9 April to Friday 24 April
TERM 2	Staff return on Monday 27 April (School Development Day) Children return Tuesday 28 April
WINTER VACATION	Monday 6 July to Friday 17 July
TERM 3	Monday 20 July to Friday 25 September Staff return on Monday 20 July (School Development Day) Children return Tuesday 21 July
SPRING VACATION	Monday 28 September to Friday 9 October
TERM 4	Monday 12 October to Friday 18 December Children return Monday 12 October Last day for children will be Wednesday 16 December
SUMMER VACATION	Monday 21 December 2019 to Tuesday 28 January 2020



VOLUNTARY SCHOOL CONTRIBUTIONS

All schools can request contributions to enhance their educational and sporting programs. School contributions are voluntary and payment is a matter for decision by parents. Principals will adhere to the Code of Practice relating to school contributions.



VOLUNTEERS

We welcome volunteers. Parents or community members who volunteer to assist with school related activities must complete a *Working with Children Check* which confirms under Child Protection legislation that they are not prohibited from working with children. Please attend the office if you are interested in becoming a volunteer.

CAN YOU HELP?

WENTWORTH POINT PUBLIC SCHOOL ARE

LOOKING FOR SOME VOLUNTEERS!

PLEASE SEE THE OFFICE STAFF FOR MORE DETAILS!



WELLBEING

In our school, 'wellbeing' is defined in accordance with the DoE Wellbeing Framework for Schools <https://www.det.nsw.edu.au/wellbeing/about>



- **Cognitive wellbeing** is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- **Emotional wellbeing** relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- **Social wellbeing** includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- **Physical wellbeing** is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

- **Spiritual wellbeing** relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

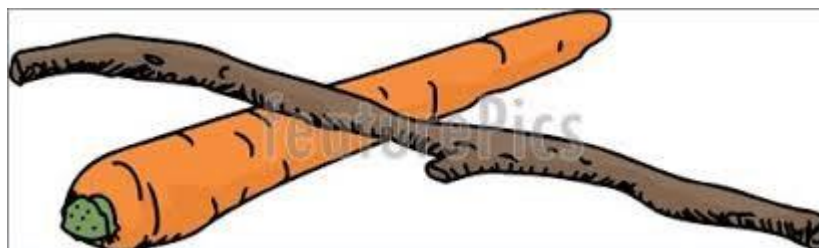
Our shared understanding of wellbeing:

- is that it is dynamic and integral to learning
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- recognises the importance of developing and shaping the character of the individual
- is multidimensional and interrelated
- takes into account the context of children's and young people's lives and uses both
- objective and subjective measures
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

Our school's practices are aligned with Internal Psychology, Choice Theory and Lead Management principles.

Choice Theory states

- The only person's behaviour we can control is our own
- Behaviour is always purposeful and chosen
- We choose everything we do and think
- We are internally motivated by our basic needs
- We can change what we're doing and thinking if it isn't getting us what we need
- We are responsible for our behaviour



We do not control children by punishing them or rewarding them. Teaching self-regulation and responsibility underlies everything we do.

Our focus is on building intrinsic motivation and we achieve this through:

Relationships

Students of all ages are more likely to comply with class rules and have a go at challenging activities if they have a positive relationship with their teacher and their peers. We have a strong focus on building positive relationships.

Student self-reflection

Students are asked to reflect on the strengths of their own performance before the teacher gives them feedback.

Teacher feedback

Teachers do not offer the easiest reward of all – praise.

Teachers describe simply what has occurred, being specific and constructive. Eg 'I see you have organised your report into a clear sequence of steps' rather than 'Good job'.

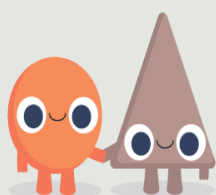


We believe that the most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

At Wentworth Point Public School:



I care for myself.



I care for others.



I care for the environment.

Kind hands. Kind legs. Kind words.

We model and teach Common Courtesies.

Say, 'Please' whenever you ask for something.

Say, 'Thank you' when someone gives you something or does something for you.

Say, 'Pardon' if you didn't hear what someone said.

Say, 'Excuse me' when you walk or lean in front of people.

When people speak to you, look at their face and listen to what they say.

Greet people when you see them.

Use the person's name when speaking to them.

Eg. 'Yes, Ms Manousaridis.'




Say, 'Please may I...' followed by your request.

Eg. 'Please may I leave the room?'

Knock before entering a room, walk in and stand where the teacher can see you. Wait quietly to be asked your business.

Be on time for the beginning of lessons and excuse yourself if you are late.

WENTWORTH POINT PUBLIC SCHOOL VALUES BEHAVIOUR MATRIX

School Values	Classroom	Transitions	Office	Toilets	Playground	Canteen
 I care for myself	I ask questions I persevere I speak kindly I ask for help I work towards achieving my goals I am an active listener	I walk on hard surfaces I keep my hands and feet to myself I use my inside voice when I am inside	I ask for help I say please and thank you I use my inside voice	I use the toilet at break times I wash my hands	I get lots of exercise I take turns I follow the rules of all games I walk on concrete pathways	I choose healthy food I wait for my turn I only eat my food
 I care for others	I allow others to learn I help others learn I listen to others I speak kindly I take turns & share I respect other peoples' space	I walk on the left hand side I keep my hands and feet to myself I use my inside voice I give way to adults	I wait for my turn I say please and thank you I use my inside voice I give way to adults	I let others use the toilet I let others wash their hands I take turns	I take turns I keep my hands and feet to myself I share the sports equipment I use kind words	I only eat my food I wait for my turn I say please, thank you and excuse me
 I care for the environment	I keep my classroom neat and tidy I take care of property I put rubbish in the bin	I take care of plants by walking on the walkways	I close doors behind me	I put rubbish in the bin I turn off taps I close doors behind me	I put rubbish in the bin I walk around the gardens I take care of the sports equipment I play with sports equipment appropriately	I buy food with little packaging I throw my rubbish in the bin I recycle my rubbish