



KIAMA PUBLIC SCHOOL

Information Booklet



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Dear Parent/Carer,

Kiama Public School would like to welcome you into the Kiama Public School community.

We thank you for entrusting your child into our care and we look forward to developing their skills and interests across all Key Learning Areas.

Kiama Public School is committed to providing quality education and we value the privilege of working with families in developing lifelong learners.

Our school prides itself on being friendly and welcoming and offers a caring and supportive learning environment where children can strive to achieve their personal best.

This document, has been developed for use by parents, students and staff. It is designed to help guide and inform our parent body at Kiama Public School. It is a guide for parents and also provides advice on our policies, procedures, programs and general operational matters that you can refer to when you need it. More details can be found on our school website which also links directly to the Department of Education website.

We want you to feel comfortable approaching the school for any concerns and understand that together we can achieve even better results. We encourage parents to participate in all aspects of their child's learning.

If at any time you would like more information please contact either our office staff or myself on 4232 1471.

Remember this is 'your school, my school and together our school'.

Thank you and welcome.

Natalie Marshall
Principal
Kiama Public School

1. INTRODUCTION

1.1 Foreword

The publishing of Kiama Public School's document, Promoting a Caring School:

- Embraces the guidelines of the Department of Education.
- Ensures all community members are aware of their roles and responsibilities.
- Places all relevant information into one document.

1.2 Our School's Purpose

School Motto

"Let Your Deeds Shine"

Key Messages – Kiama Public School offers:

A positive and modern learning environment, with highly qualified, caring staff.

Academic excellence and enrichment opportunities in a beautiful, natural setting.

Varied and inclusive quality programs in technology, creative arts and sport.

Strong, cooperative relationships between students, staff, parents and the community.

A safe and nurturing place to learn, in which students develop respect, responsibility and resilience.

Aims

At Kiama Public School we strive to achieve for all students:

- High self-esteem, confidence, independence and well-developed interpersonal skills.
- Strong foundations in Literacy and Numeracy.
- The ability to respond positively to change.
- A positive commitment to health, fitness and recreation.
- A commitment to learning.

1.3 Our Beliefs

We believe children learn best when they:

- View themselves and others positively.
- Are provided with well-structured and challenging learning experiences.
- Have teachers who are committed to their own professional development.
- Have parents and teachers working together.
- Have clear shared expectations.

1.4 Our Goals

Because of these beliefs, we have the following goals:

- To implement student welfare practices which provide all children with a happy, caring and safe learning environment.
- To implement comprehensive learning programs which extend and develop the abilities of each student.
- To provide teachers with a working environment which allows them to continuously develop and improve their skills.
- To involve parents as participants in the education of their children.
- To support all school programs with sound administration and financial management.

1.5 Our Values

At Kiama Public School we teach the following values:

- RESPECT
- RESPONSIBILITY
- RESILIENCE

1.6 Rationale

Kiama Public School's strategies to 'Promote a Caring School' are based on the requirements set by the Minister for Education and the NSW Department of Education (DoE) and encompass the following tenets:

- Parents are responsible for ensuring their children attend school.
- Parents share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour.
- Parents assume all responsibility for their children's behaviour as their children travel to and from school.
- Teachers are responsible for the education and care of their students when at school.
- The task of the teacher is to provide the best possible program to meet the needs, capabilities and aspirations of each student.
- Teachers are also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.
- The development of socially acceptable behaviour by students is the shared responsibility of parents and students in partnership with teachers.

1.7 Official Statement

BEHAVIOUR CODE FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

New South Wales public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In New South Wales, public schools' students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

At Kiama Public School, we implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

2. CARING FOR OUR STUDENTS

2.1 Attendance

Parents have a legal responsibility to ensure the regular school attendance of their children aged between 6 and 17 years.

Regular attendance is important from the first day of school. It provides students with the foundations for learning and improves educational outcomes.

The NSW Department of Education has set the following guidelines for reasons for student non-attendance:

Justified Reasons

- Doctor's/Dentist appointment.
- Appointment with other health care professional.
- Special family circumstances (a note/verbal explanation must be provided).
- Bus delayed.
- Interview with Principal, Assistant Principal, Counsellor or other school personnel.

Unjustified Reasons

- Sleeping in late.
- Missed the bus.
- Traffic/road works.
- Walked to school.
- Waiting for parent.
- Minding sibling.
- Shopping.
- Birthday.
- Other similar reasons.

A note or verbal explanation from a parent who drops a late student at school for any “unjustified” reason listed above, DOES NOT make the reason “justified”.

A child must be in school every day that the school is open unless the child:

- Is too sick to leave the house.
- Has an infectious disease.
- Has an injury, which would prevent him or her from moving around the school.
- Has to honour a religious commitment.
- Is accompanying his or her parents on a family holiday, which cannot be arranged in school vacations.

Wherever possible, dental and medical appointments should be made out of school hours.

Classroom teachers record daily attendance that indicates student attendance patterns. Teachers, their supervisors and the Home School Liaison Officer (HSLO) monitor attendance.

When a child is absent, parents are required to send a written, dated and signed letter of explanation within seven days when she/he returns to school. This may also be submitted via our school’s website. If a classroom teacher, or our office staff receive a verbal explanation by phone or in person from a parent or caregiver, a record is kept with other written explanations.

The school may contact parents if no explanation is received or the explanation is not acceptable.

Where the absence is known in advance, (for example, family holiday) the school should be informed prior to the anticipated absence by completing an absence note. For any holiday longer than 5 days during term time, a parent must complete an “Application for Extended Leave – Travel” form which can be obtained from the school office. This must then be approved by the Principal before leave can be confirmed.

For unexpected absences longer than two days, the school should be informed of the absence as soon as possible. If your child visits a doctor for an extended illness, please ask for a doctor’s letter/certificate. Students who miss part of a day (for example, by arriving late) are recorded as having a partial absence. If a parent/carer or designated representative is bringing a child to school late, that is, after 9:15am or is taking a child from school early, that is, before 3:00pm, the parent/carer is required to go to the office first for a late arrival/early release note.

The Home School Liaison Program is a supportive resource to students, parents and schools. It aims to ensure the full participation of all students in education.

The Home School Liaison Officer’s (HSLO) role is to promote school attendance and assist schools and families with attendance issues ensuring all absences are legitimate.

When a student’s pattern of attendance gives rise for concern or if no explanation is received from the parent or caregiver for absences, the Principal is informed and a referral may be made to the HSLO. Parents should contact the Principal and seek assistance as a matter of urgency if a child refuses to attend school. The contact name and telephone number of our HSLO can be obtained from our school office.

2.2 Ambulance Cover for all Students

The Ambulance Service of New South Wales and the NSW Department of Education have entered into an arrangement for state wide insurance coverage for the provision of emergency ambulance services to all enrolled NSW Government school students. The coverage is only for accidents and illness at school and organised, fully supervised school excursions or activities.

2.3 Book Club

Parents or students are able to order books via a Book Club operated by parent volunteers. The books offered are always keenly priced and of good quality.

Book Club orders, accompanied by correct money, should be placed in a sealed envelope and put in the 'Payment and Notes Drop Box' in the office foyer or payment can be made online through the Scholastic Australia website, prior to the closing date of each issue. The school receives a small benefit from the sales. This extra service is dependent upon parent volunteers.

2.4 Buddy Classes

The concept of Buddy Classes is based on two class groups within our school joining together for special activities. The class groups are usually of two different age/Stage groups. Buddy times are scheduled during the year.

Students are usually matched up in a 1:1 basis between the two buddy classes. During buddy class sessions, the older students act as peer tutors/friends. This provides the older students with the opportunity to develop their leadership skills as well as providing all students with the opportunity to develop many and varied relationships that will hopefully extend beyond the classroom and transfer to the playground.

2.5 Canteen

Our Canteen is currently run by an external company. Students may purchase a lunch order either via paper bag in the class basket or online via Flexischools. (Register an account via the Flexischools website). Snack items can also be purchased over the counter from the Canteen at lunch time (second half). The Canteen is not open at recess. The Canteen on occasion has special theme or promo days. These will be advertised via our regular communication sources.

2.6 Counselling Services

A school Counsellor is available for students at Kiama Public School. The number of days for this service is determined by our student enrolment.

To access such services, a referral form is completed. However, students may self-refer. If our Counsellor needs to carry out any testing, permission is needed from parents. Counsellor referral forms are available to parents on request. It is expected that parents will initially contact the class teacher regarding any issues. Once referral forms are completed, they are either forwarded on to the Learning Support Team if the issue is a learning issue or directly to the Counsellor if an emotional/behavioural issue.

On occasions a student or staff member may need the immediate attention of our Counsellor. Such cases become an immediate priority that in turn affects referrals made beforehand.

2.7 Learning Support Team

The Learning Support Team is comprised of our Counsellor, Learning and Support Teacher, Assistant Principals, Deputy Principal and Principal. Any other teacher may attend meetings.

Members of this team discuss and prioritise referrals. Our Counsellor works with students in a priority order. The Learning Support Team meet once a fortnight and discusses the progress of each referral. Some referrals may involve testing by our Counsellor, interviews with parents, teachers and students. Some referrals at the school level may result in additional referrals to external support agencies. Many of these have deadlines to meet and therefore take priority.

2.8 Evacuation and Lockdowns/Lockouts

In the event of any danger to students the decision for a full school evacuation, lockdown or lockout will be made by the Principal or site manager.

There are different alarms for a general school evacuation or a lockdown/lockout. If the situation so demands, the class teacher will take the initiative of evacuating or implementing a lockdown/lockout for their class immediately.

2.9 Financial Assistance

If you are unable to pay school contributions because of financial hardship, you may be eligible for assistance from the school. All cases are treated confidentially and on an individual basis. Application forms are available from our school office.

2.10 Health and Safety

Illness and Injury

Our school has strategies to ensure a healthy and safe environment.

If a student becomes ill or has an accident during the school day, first aid is given by a qualified member of staff who will:

- Treat the child if the condition is considered minor.
- Contact parents or carers if the condition is considered more serious and for all head injuries. Telephone and personal contact details are obtained when students enrol. Parents are required to notify the school immediately of any changes to telephone numbers and emergency contact details.
- Consult the Principal or her/his delegate to make decisions concerning the student's wellbeing for example, phoning for an ambulance, taking the child to a doctor's surgery etc., if parents cannot be contacted.
- Contact parents or carers of students with infectious diseases or conditions for example, chicken pox. Students will be excluded from school for the required period of time. If there is an outbreak of an infectious disease for example, measles, and a student is not immunised, special requirements exist (see Immunisation).
- Supervise the administration of prescribed medicines (see Administration of Medicines).

Sick children are best located in the comfort of their own home.

Health notices are given out to classes or the whole school for infestations as prescribed by the NSW Department of Health.

From time to time we are asked to clarify our procedures with regards to first aid and personal care for students. Children needing attention come to the sick bay in the office. Sick bay is a short-term solution for very minor problems such as bandaids for scraped knees and ice packs on insect stings.

Immunisation

When enrolling a child, parents/caregivers will be asked to provide an Immunisation History Statement. Parents can request an Immunisation History Statement by contacting the Australian Immunisation Register on 1800 653 809.

A child without an Immunisation History Statement will not be prevented from enrolling in primary school. Under the NSW Public Health Act 2010, however, children without proof of immunisation may be asked by Public Health Officials to stay at home during an outbreak of vaccine preventable disease.

Administration of Medicines to Students

A set procedure must be followed for students with a medical condition requiring the administration of prescribed medication. This involves the school receiving letters from medical practitioners, a set procedure for administration and the cooperation of school staff in administering the medication.

Many medications are now available in a form which minimises or eliminates the need to provide students with medication during the school day. Please consult with medical practitioners in this regard when medication is being prescribed or to determine if current medication regimes can be appropriately altered.

If the school agrees to administer medication the following procedure applies:

1. Quantities on a daily or weekly basis are to be brought to the school office by an adult. Medication is not to be kept in the student's school bag or classroom.
2. Containers must be clearly marked with the student's name, class, details of the medication and dosage.
3. A formal schedule will be kept regarding administration of medication by the school administrative staff.
4. Students should proceed to the front office to receive medication at a time nominated by the parent/doctor.
5. The student's classroom teacher needs to be informed.

Non prescribed medications will not be administered by school staff.

Parents of students with specific health conditions are requested to complete a Health Care Plan for their child so it can be implemented at school. This should be completed in consultation with the school's Learning and Support Teacher.

Examples of (but not limited to) specific health conditions:

- Diabetes.
- Asthma.
- ADD (Attention Deficit Disorder).
- ADHD (Attention Deficit Hyperactivity Disorder).
- Anaphylaxis (severe allergic reaction to for example, bee stings or products containing peanuts and/or eggs).

Processes exist to monitor the above conditions.

2.11 Lost Property

Parents are asked to clearly mark any item of clothing that might be removed, for example jumper, raincoat, hat, shoes and socks or property such as lunch boxes, drink bottles, school bag (preferably not on the outside due to child protection issues) with their child's name.

Please check the lost property boxes for missing items as promptly as possible. Unclaimed items will be donated to the P&C clothing pool.

2.12 Messages to Students

To avoid interrupting our core business of teaching and learning, we ask that parents and carers keep telephone calls requesting a message be passed to students, to a minimum.

Messages for students will be delivered to classrooms in emergencies only, such as when students' going home arrangements are altered because of illness or car breakdowns for example.

2.13 Protecting and Supporting Children and Young People

Child Protection is a mandatory part of the school curriculum. The program teaches students skills to ensure their personal safety in potential assault situations. It is also designed to assist students to appreciate normal relationships and identify possible assault situations. Each year, students will complete Child Protection units of work, usually in Term 3 or 4.

Year 6 students may complete a sex education program as part of their Child Protection work. The NSW Department of Education requires all staff who have reasonable grounds to suspect that a student could be currently at risk of harm, neglect (sexual, physical or emotional) or is at risk of abuse to inform the Principal. The Principal must then immediately make a report.

All parent/caregiver and community volunteers must complete a Working with Children Check (WWCC). This can be done within 21 days:

- Online by visiting Office of the Children's Guardian (once completed you will be given an authorisation number which you will need to take to the Roads and Maritimes Office with 100 points of identification, where they will issue you with an authorisation number).

OR

- You can come into the school office and complete a Working with Children Check Declaration form. Please note, 100 points of identification will be required.

2.14 Student Banking

Volunteer parents operate the school banking service each week. Students are required to open an account at the Commonwealth Bank after which, they are able to make deposits at school. This service will continue as long as we have parents willing to operate it. Please check the newsletter for banking day information.

2.15 School Hours and Supervision

Formal supervision of students commences at 8:45am and concludes at our dismissal time of 3:00pm. Our school, students and staff are protected by a security fence. Gates are opened at specific times during the day for arrival and dismissal. The gate at the main entry in Bong Bong Street remains unlocked during the day. In the morning, students are required to do the following:

- Arrive at or after 8:45am.
- Place bags outside classrooms.
- Walk to relevant dedicated supervised areas with hat and play until the class bell at 9:10am.
- Line up at designated meeting points on the bell and wait for the class teacher. Place lunch orders into class lunch baskets when entering class.

Rostered teachers provide supervision in set areas.

The safety of children is a parental responsibility outside our school hours of 8:45am and 3:00pm.

Classroom instruction commences at 9:15am and concludes at 3:00pm.

Lunch 11:15am – 11:55am

Recess 1:25pm – 1:45pm

In the afternoon, students move to designated spots for dismissal (for example walkers, bus travellers, Jigsaw Out of School Hours (OOSH) care and students waiting to be collected by their parent or carer).

The dismissal process is:

- The exit on Bong Bong Street is dedicated to bus students (with the exception of students crossing Bong Bong Street). This exit is also utilised by those students being collected via the 'Kiss & Drop' zone from 3:15pm. See our Kiss & Drop/Pickup Zone procedures on our website or page 13 of this handbook, for more information on how this zone works.
- Walkers exit via either the 'Oak Trees Path' to the Collins Street gate (if unaccompanied and needing to cross Thomson Street, students must cross with the supervising teacher at the marked crossing), or if needing to cross Bong Bong Street, students are to assemble by the main school gate on Bong Bong Street and wait for the supervising teacher to walk students to the corner of Bong Bong and Collins Streets to cross safely after buses have departed. Students should not cross Bong Bong or Collins Street at any other section.
- Approved bike riders collect their bikes from the bike racks and wait at the top of the stairs near the 'Outdoor Kitchen' for the supervising teacher and then walk their bike offsite via the 'Old Driveway' Thomson Street gate exit. (This is a shared exit with pedestrians thus the need to walk bikes, not ride). We do ask that bike riders also depart the school area sensibly and with care, given the presence of cars and pedestrians.
- Students being collected by parents or carers either meet at the silver seats along the 'Oak Trees Path' (Quad A in wet weather) or the 'Old Driveway' Thomson Street gate.

Our Assistant Principals, Deputy Principal and Principal supervise our various departure points. This supervision is provided voluntarily to ensure the safety of our students and concludes at 3:15pm, with the exception of students using the 'Late Bus' who are supervised until the bus departs. Other teachers may supervise these areas from time to time. The school's duty of care finishes at the school gate. The duty teacher may question any student who is still in our playground after bus duty finishes.

- Students who are utilising the OOSH (Jigsaw Out of School Hours) facility, meet the OOSH staff at 'The Stage' located on Quad A after 3:00pm class dismissal.

Please note - the staff car park accessed by Thomson Street is for staff and their vehicles only. For safety reasons, parents, carers, family members and students are NOT to arrive or depart school via this gate at any time. Parents are also directed not to bring vehicles into the grounds at any time due to safety issues.

*(Parents and Carers collecting their child from the Jigsaw OOSH in the Bombo Building during the late afternoon/evening are an exception. Families approved to use the dedicated Disabled Parking spot behind the Hall are also an exception).

Official School Office hours are from 8:45am to 3:15pm. Please call during these hours.

Jigsaw OOSH Kiama

Kiama Public School offers out of school hours care which is run by Jigsaw OOSH Kiama. All enquiries should be made directly to Jigsaw on 4232 1964 or 0439 102 571.

2.16 Special Religious Education (SRE)

All public schools must provide school time for visiting clergy or their community volunteers to conduct SRE classes. We are most fortunate to have many volunteers from our community providing Religious Education for our students.

If parents want their child to be withdrawn from SRE, they are requested to put this in writing at the beginning of each year addressed to the school Principal.

During SRE time, children are grouped according to the following choices:

- Protestant (Church of England, Presbyterian, Methodist).
- Roman Catholic.
- Baha'i.
- Ethics.
- Non-Scripture.

Teachers stay in the classroom to help supervise children as a group during SRE. Non-scripture students are supervised and complete self-directed activities (no work will be set by classroom teachers during this time).

2.17 Sunsafe Procedure

Kiama Public School encourages all members of the school community to take effective skin-protection measures.

Our Sun Smart Procedure aims to promote:

- Positive attitudes towards skin protection.
- Lifestyle practices, which can help reduce the incidence of skin cancer and the number of related deaths.
- Personal responsibility for skin protection.
- Programs and an environment, which reduce the level of exposure to the sun.

Implementation Strategies for Skin Protection at Kiama Public School:

- Students are encouraged to wear a Kiama Public School hat which protect the face, neck and ears whenever they are outside, for example sport, outdoor excursions, classroom activities and lesson breaks. In other words, before school, lunch and recess.
- Students are encouraged to bring their own sunscreen to school and parents/carers are encouraged to apply sunscreen to students before school and for special events.
- Students who do not have their school hat with them will be directed to play in an area protected from the sun.
- Students are encouraged to use available areas of shade for outdoor play activities.
- Outdoor activities are held in areas of shade whenever possible and practical.
- Staff members are encouraged to act as role models by practising Sun Smart behaviour.
- Our Sun Smart Procedure is reinforced in a positive way through newsletters, parent meetings and student and teacher activities.
- Sunglasses may be worn for outside activities (not on other occasions).

2.18 Mobile Phones

No student is to carry or use a mobile phone on school grounds. If your child requires a mobile phone walking to/from school for safety reasons, students must present the phone to the office each morning for collection.

2.19 Travel to and From School and for Excursions

Bus Travel

Free bus travel is available to all students who are in Kindergarten, Year 1 and Year 2, irrespective of the distance from the school and for those students in Years 3 to 6 who reside more than 1.6 km (radial distance) from the school or 2.3 km or more by the most direct practical walking route to school. Parents of students progressing from Year 2 to Year 3 and Year 6 to Year 7 need to reapply for a bus pass. Individual consideration can be applied for in writing to the bus company. To apply for a bus pass for your child, please go to <http://www.transportnsw.info/school-students>

When waiting in bus lines at school, all students will:

- Line up in bus lines according to their bus number.
- Wait patiently.
- Respect other people and their private property.
- Remove backpacks from their back.
- Have their bus pass and any other required identification ready when boarding the bus.

When travelling by bus, all students will:

- Behave safely at all times.
- Respect the needs and comfort of other passengers.
- Respect bus property by not marking or damaging it.
- Always follow instructions from the driver about safety on the bus.
- Allow the driver to drive the bus safely.
- Only distract the driver in an emergency.
- Respect the driver and fellow passengers by using socially acceptable language.
- Retain all objects, body parts and belongings inside the bus or school bag.
- Show their bus pass or ticket to the driver on boarding and when requested.
- Look after their bus pass and be the sole user of it.
- Report misplaced bus passes to the bus company.
- Keep the aisle clear.
- Remain seated at all times until the bus stops at their bus stop.

When waiting at bus stops near home, all students will:

- Wait in line or place their bag in line and behave in an acceptable way.
- Respect other people's private property including no trespassing.
- Respect adults.

Students who display unsafe behaviours on the bus may receive the following consequences, imposed by the bus company:

- Student's name recorded by bus driver and warning given.
- Bus proprietor, Principal and student's parents informed.
- Bus pass withdrawn for a specific time period, depending on the circumstances involved. Parents informed by letter from the bus company.
- Student suspended from bus travel. Parents will need to provide transport.
- Students will still be expected to attend school.

'Kiss and Drop' Zone

The 'Kiss and Drop' Zone is located at the front entry of the school on Bong Bong Street. This is only to drop children off in the mornings between 8:45am – 9:15am and pick up in the afternoons between 3:05pm – 3:15pm.

- Cars pull in, students get in and out on curb side.
- Parents STAY in the car.
- Only front 3 cars let students in and out.
- Drop offs should take no more than 20 seconds.
- Pick up should take less than a minute.
- If your child is not ready to get in the car please drive around the block.

For pick-up DO NOT arrive until after 3:05pm, so buses are able to get into position.

Bike Riding

The Roads and Maritime Services (formerly the Roads and Traffic Authority, RTA) recommend that students who wish to travel to school by bike should be at least 10 years of age. Students should be familiar with the road rules for cyclists, have a well-maintained bicycle, wear an approved bike helmet and travel via the safest route to school.

NO HELMET = NO BIKE RIDING.

A prepared note for parents and students, needs to be obtained from the school office (or downloaded from our website), read, signed and returned for the Principal's approval. This note places all responsibility with the parents of the child cycling to school. (Additional information is also available on the school website). In the school grounds bikes are to be walked to and from the bike racks, from either the Thomson Street entry gate, or Collins Street, as this is a shared zone with pedestrians. The school accepts no responsibility in relation to the security of students' bikes.

Walking

Students walking to school should follow the footpaths, cross at the blisters and obey all traffic laws. Remember stop, look and think, before crossing roads.

Code of Conduct When Participating in Excursions, Sport or Special Activities

Students will:

- Follow all school rules and values.
- Behave safely at all times when travelling to and from the excursion and while engaged in activities.
- Respect the needs of others.
- Follow instructions about safety.
- Represent their school in a positive manner by wearing school uniform and by behaving appropriately.

3. DEVELOPING POSITIVE, RESPONSIBLE STUDENTS

3.1 Anti-Bullying and Harassment Refer to our website for more information

Our School Anti-Bullying Plan

This Plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the NSW Department of Education.

In establishing our Anti-Bullying Plan, we have ensured that all stakeholders have had the opportunity to express their concern and ideas in relation to bullying, the protection of all members of the school community, the plan to prevent bullying, early intervention strategies and response to any reports of bullying, including cyberbullying. The recent reformation of a behaviour committee provided valuable input into the Plan, which was then presented to all staff for feedback.

Statement of purpose

At Kiama Public School, we take bullying very seriously. We are committed to providing a safe learning environment for all students, promoting respect and valuing diversity.

Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation. Bullying must be taken seriously and it is not accepted in any form.

Any inappropriate behaviour that interferes with teaching and learning, student safety and wellbeing cannot be accepted. Managing bullying behaviour is a shared responsibility between all school and community members.

As a result of implementing an Anti-Bullying Plan, we will aim to see:

- The provision of a safe environment for students to learn and play.
- Continual reduction in incidence of bullying.
- Increased performance in school work.
- Staff utilising the Plan and procedures as set out in this Plan.
- Parents recognising and supporting the school's Anti Bullying Plan.

Protection

Bullying:

- Devalues, isolates and frightens.
- Affects an individual's ability to achieve.
- Has long-term effects on those engaging in bullying behaviours, those who are the subjects of bullying behaviour and may have an effect on the onlookers or by-standers.

Bullying can be defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Examples of bullying behaviour are:

- Verbal - name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- Physical - hitting, punching, kicking, scratching, tripping, spitting.
- Social - ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- Psychological - spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones and other forms of technology.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Students can expect to:

- Know their concern will be responded to by school staff.
- Be provided with appropriate support (for both the subjects of and those responsible for the behaviour).
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Respect others and follow the school anti-bullying guidelines.
- Respond to incidents of bullying according to their school anti-bullying guidelines.

Parents and caregivers have a responsibility to:

- Support their children in all aspects of their learning.
- Be aware of the school anti-bullying guidelines and assist their children in understanding bullying behaviour.

- Support their children in developing positive responses to incidents of bullying consistent with the school anti-bullying guidelines.
- Support all students of the school to deal effectively with bullying through the strategies of the anti-bullying guidelines.

Teachers have a responsibility to:

- Respect and support students in all aspects of their learning.
- Model appropriate behaviour.
- Respond in an appropriate and timely manner to incidents of bullying according to the anti-bullying guidelines.
- Teach the social skills/anti-bullying program.
- Monitor students responsible for bullying and students who are being bullied.

Prevention

All staff, students and community work together to provide a school culture centred around the absence of bullying.

- Students will participate in regular lessons based on providing students and staff with effective strategies to deal with bullying behaviour. Much of this comes through delivery of the 'Bounce Back' program across K-6.
- The P&C will continue to provide annual presentations from 'Brainstorm Productions' focused on skills associated with identifying, preventing, and dealing with bullying and intra/interpersonal relationships.
- At Kiama Public School we offer out of school hours family information sessions where staff and members of the community, for example the Police, Australian Communications and Media Authority (ACMA) are invited to talk and provide information on this very serious matter.

Early Intervention

Those students who are at risk of being ongoing victims of bullying type behaviour will be encouraged to report directly and immediately to a member of staff that they themselves have nominated when they feel either threatened or intimidated. These early intervention strategies for students at risk will be communicated with all staff. Students will participate in regular 'Bounce Back' lessons and 'Brainstorm Productions' aimed at providing them with essential social skills to build resilience, a strong sense of self and wellbeing. Students participate in regular reminders of what is bullying and how to deal with it. Positive relationships with the Local Area Police Command will continue to provide sessions focused on the concepts surrounding bullying and how to deal with it. Our school Welfare Procedures outlines consequences to deal with any bullying incidents.

Response

Incidences of bullying can be reported immediately to any teacher, Assistant Principal, or the Principal by students and their parents. Any bullying incidents will be investigated and recorded by team leaders. Consequences for instances of bullying will be applied as per Kiama Public School's Welfare Procedures and if necessary, suspension procedures.

Guidelines for all Students

If someone makes you feel hurt, frightened or uncomfortable you do not have to put up with it - take action:

- Give a verbal warning - ask them to stop. Tell them you do not want to be bullied or harassed.
- Tell someone you can trust. This may be a friend, a parent, a teacher or a school counsellor.
- Request assistance through your classroom teacher or a member of the Executive.
- Stay calm, confident, positive and assertive. Be prepared to report further bullying.

Guidelines for all Parents

If your child complains to you that she/he has been bullied or harassed, do not let them put up with it - take appropriate action and approach the school for assistance. Start with the class teacher.

- Respond in a calm, positive, confident, supportive manner. Be sure that your child knows that she/he can confide in you.
- Watch for possible signs that indicate that your child may be being bullied or harassed:
 - Not wanting to go to school, complaints of sickness.
 - Bruises or scrapes they are reluctant to talk about.
 - Withdrawal, moodiness or temper tantrums.
 - Distinct personality changes.
 - Disturbed sleep.

Parents should not approach other students to discuss their concerns - let the school deal with the incident.

Guidelines for all Staff

If someone reports to you that they are being bullied or harassed, do not let them put up with it - take action.

- Respond in a calm, positive, confident, supportive and sensitive manner.
- Document the incident and notify the victim's classroom teacher and/or her/his supervisor.
- Discuss the situation with both parties and try to find a solution.
- Inform both parties of the options for resolution available, in other words mediation, or further serious follow up, if the behaviour persists.
- Monitor and follow up to ensure the incident has been resolved. Refer to supervisor, Counsellor and Assistant Principal in charge of discipline if necessary, for referral to mediation or disciplinary action.
- Ensure the Assistant Principal in charge of discipline informs appropriate parties for discussion, interview or follow up.

Cyber Bullying

Instances of bullying are unfortunately becoming increasingly common through technology outside regular school hours. If students are being harassed online, they are encouraged to take the following actions immediately:

- Tell an adult you trust. This can be a teacher, parents, older sibling or grandparent – someone who can help you do something about it.
- Leave the area or stop the activity. People who bully get enjoyment from knowing they've upset their target. Don't let them know they've upset you.
- Inform the school. If your child discloses that they feel they are a target and are being bullied, it is important that they see that this matter will not be tolerated.
- Block the sender's messages. If you are being bullied through email or instant messaging, block the sender's messaging. Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date that you receive them.
- Advise your service provider.
- Report to the Police if necessary.

Principal's comment

We strive to have our values of Respect, Responsibility and Resilience at the forefront of all we do. This plan encompasses our values as we teach good healthy relationships.

Being proactive, vigilant and consistent is the key. We are fortunate to share a beautiful, caring school community – and we should never take this for granted. We welcome the wider school community in educating our students.

3.2 Discipline Code

A Discipline Code has been formulated at Kiama Public School to cover student behaviour both inside and outside the classroom.

Self-discipline is the highest goal and Kiama Public School uses praise and reward to develop more positive outcomes in behaviour.

Our Welfare Procedures

Rationale

- To support students in making wise choices.
- The school aims for a consistency of classroom management strategies for all teachers.
- Positive Behaviour for Learning practices are followed.
- Management strategies are consistent and fair, respect the individuality of children, and provide for clearly defined expectations of work and behaviour.
- Classroom rewards are indicators of good classroom behaviour. Rewards can include positive praise, stickers, awards and the use of the “Class Dojo” interactive point system for example.

Our School Values

Respect, Responsibility and Resilience

Our School Rules

All students of Kiama Public School are expected to:

Care for others and themselves.
Keep hands and feet to themselves.
Listen to those who are speaking.
Follow directions and instructions.
Work and play in a safe and friendly way.
Take care of belongings, equipment, and their school.
Bounce back.
Stick with it.
Give their best.
Adopt a Growth Mindset.

At Kiama Public School we promote these values and responsibilities via our school rules for every student, parent, voluntary worker, staff member or visitor.

RIGHTS AND RESPONSIBILITIES

Rights and responsibilities are reciprocal. To get it, you have to give it.

Students have the RESPONSIBILITY to:

- Display respectful, courteous and honest behaviour.
- Ensure that they are punctual, polite, prepared and display a positive attitude.
- Ensure that their behaviour is not disruptive to the learning of others.

- Behave in a way that protects the safety and well-being of others and ensure that the school environment is kept neat, clean and safe.
- Wear full school uniform including a school hat and black shoes.
- Express themselves in a socially and acceptable manner and respect the opinion of others.

Students have the RIGHT to:

- Be treated with respect, courtesy and honesty.
- Work in a positive environment conducive to learning.
- Learn in a purposeful and supportive environment.
- Work and play in a safe, friendly and clean environment.
- Belong to our school and community.
- Express themselves at appropriate times and in an appropriate manner.

Staff have the RESPONSIBILITY to:

- Model respectful, responsible and resilient behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure good organisation and planning.
- Teach in a purposeful and non-disruptive environment.
- Establish positive relationships with students and parents and report student progress.
- Be vigilant about students' behaviour and ensure all are aware of the school's Policy.
- To be the first point of contact if there is an issue or concern with one of their students.

Staff have the RIGHT to:

- Be treated with respect
- Teach in a safe, secure and clean environment.
- Have cooperation and support from parents in matters relating to their children's education and behaviour.

Parents have the RESPONSIBILITY to:

- Model respectful, responsible and resilient behaviour.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child attends school every day equipped and ready to learn (adequate sleep, lunches, stationery, water, hat, uniform, attitude) and inform the school of any concerns.
- Work in partnership with staff to support educational programs and inform staff of individual students' issues that may impact on their learning.
- Support the school by ensuring and encouraging their children to follow the school values and model the importance of education for their children.

Parents have the RIGHT to:

- Be treated with respect.
- Be informed about educational and behaviour programs.
- Be informed of their child's progress and other issues that may impact on their learning.
- Feel supported by the school to ensure their children follow the school values.

3.3 Student Leadership

Our school has several policies pertaining to positions of student leadership. In all cases there are prerequisites for nomination and expectations if elected in relation to behaviour. If necessary, students may be replaced in respective position.

School Captains

School Captains and Vice Captains are elected, according to our Captains Policy and are the school's student representatives.

House Captains

House Captains and Vice Captains are elected according to our House Captains Policy to help organise sporting equipment and House competitions in various sports and community spirit.

Student Representative Councillors (SRC)

Student councillors are elected according to our Student Council Policy. Membership ranges from Years 2 to 6 and councillors are elected on a class basis. Councillors elect a President, Vice President and Secretary.

School Captains are automatically members and the Council has a staff member as its patron. Councillors obtain opinions and requests from their fellow students. Ideas are taken to SRC meetings where correct meeting procedures are practised. Discussion takes place and decisions are made which are communicated in numerous ways for example; class report, assembly or newsletter.

The SRC organises and conducts activities for students. For example; mufti days, talent quests, friendly lunch time competitions like handball or fundraising for registered charities/organisations such as The Cancer Council. The SRC is a forum for students. It plays a very important role in giving students a real voice in our school.

Year 6

Year 6 students take on other leadership roles which may include opportunities such as Library Monitor, raising flags, recycling and monitoring gates.

4. PARENTS AND SCHOOL – PARTNERS IN EDUCATION

4.1 Assessment and Reporting

As a vital part of providing effective home/school links, the School encourages quality communication between parents and teachers.

Parent/Teacher Information Session

In Term 1 of each year, parents and caregivers have an opportunity to meet their child's teacher in their classroom during an evening session. At this time, they may discuss some of the following:

- Classroom programming/units to be taught.
- Class organisation (including homework).
- Items needed for learning such as stationery.
- Excursions.
- Special events.

These open classroom Parent/Teacher sessions are designed to give general information to a large group of parents. They also provide an opportunity for parents and caregivers to ask general questions relating to the classroom situation.

In addition, early in the Term the P&C also host a 'Family Fun Night'. This is a great opportunity to meet other families for a relaxed picnic style gathering and get to know some of our teachers in a less formal setting.

Reports

A formal written report is sent home each Semester. These are designed to give a detailed picture of each child's performance at a given point in time as measured against the set outcomes for the student's specific Grade or Stage. Parents are encouraged to book a time after receiving each report to meet the Teacher regarding the report and discuss general academic and social development, along with any other relevant concerns.

Assessment

All classes complete various school-based assessments of student progress throughout the year. The assessment can take the form of:

- Keeping a folder of work samples demonstrating the student's skills.
- Student's self-assessment or assessment by a peer.
- Teacher observation and running records.
- Student/Teacher individual or group interviews.
- Formal pen and paper tasks or tests.
- Hearing a student read.
- Completion of a project.

Interviews

As mentioned above, parents and caregivers are encouraged to book a time for interview following the formal reports issued during Semester One and Two. If parents feel an interview with a Teacher is necessary at any other time during the year, they may make an appointment through the school office so that a mutually convenient time can be arranged.

4.2 Custody and Court Orders

The Principal should be informed in writing about any legal or custody matter. Copies of court papers need to be supplied to the school.

It is also a good idea to inform the Principal or classroom teacher about major family changes, as children will be affected and this could be reflected in behaviour, work application or attendance.

4.3 Family Information

Parents need to keep the school informed of any changes to family details which may change including phone numbers, addresses, emergency contacts, Court Orders or living arrangements (family separations).

Please forward a letter to the school office, call in, email or phone us to update your information. Up to date information is vital for our communication with parents.

4.4 Homework Policy

Homework is strongly encouraged at our school. However, homework is not compulsory, that is teachers are not compelled to set it nor are students compelled to complete it.

Rationale

The purpose of homework, like schoolwork, is learning. Homework is important for students of all ages as it helps them build on what they have already learnt in the classroom and prepares them for the next stage in their learning.

Research carried out in Australia and overseas shows a clear link between the time spent by students in “out of class study” and student achievement.

Homework helps to bridge the gap between home and school. Homework should be seen by teachers, students, parents and caregivers as a vital part of the home-school partnership, which supports young people while they learn. Homework may help parents become aware of current teaching and learning practices.

Suggestions and Guidelines for Classroom Teachers

The following suggestions and guidelines should be considered when classroom teachers are determining classroom homework procedures for the year:

1. Effective communication with the parents of the children at the start of the year. Relate to parents that the school has an expectation that time will be put aside, out of school hours, for learning activities and experiences. Explain the types of homework that will be set and the time that should be allocated to each particular area of work.
2. Decide on the amount of time that should be allocated to homework on a nightly and on a weekly basis.

Allocation of Time and Activity Guidelines

The following are the recommended periods of time that should be set aside for homework:

Kinder to Year 1 - 5 to 10 minutes per day.

Establishing the routine of Home Reading for short periods every day. Homework will mostly be concerned with optional exercises such as taking notes home and collecting pictures for a theme, collecting craft materials, to a maximum of 40 minutes per week.

Year 2 to Year 3 - 15 to 20 minutes per day.

Home Reading is an on-going activity. Maximum of 1.5 hours per week. This homework will gradually begin to take on a more formal structure.

Year 4 to Year 5 - 20 to 30 minutes per day.

Maximum of 2 hours per week of more formalised work. Home reading.

Year 6 - 30 to 40 minutes per day.

Maximum of three hours per week. Formalised work and research skills. Home reading.

4.5 Bring Your Own Device (BYOD)

BYOD is a relatively new initiative in Stage 3. Parents will have to sign an agreement with specific requirements and types of technology device students can bring. Teachers will communicate the rules with families. Mobile phones are not to be brought to school.

4.6 Library Fund (replacing Voluntary School Contributions)

Amounts are set each year as a guide to parents for payment to help provide our children with the best possible resources for our Library. They also represent a fair way of sharing costs associated with a modern school. The contribution would be appreciated early in Term 1 when the forms are distributed. Payment is by POP, cash or cheque. Receipts are issued and contributions are tax deductible. The Library Fund Contribution may be paid in term instalments. If for any reason there is difficulty in paying the contribution, parents are invited to contact the school.

4.7 Parent/Carer Volunteers

Parent/Carer volunteers are welcome at Kiama Public School. Activities range from helping out in classrooms or with an activity at school during school hours, for example an excursion. Volunteers are required to sign a register located in our office. Volunteers will have to complete an induction prior to working on our school site. These inductions take place regularly throughout the year. Site induction times will be communicated to our families via our newsletter. Some volunteers require the completion of a Working with Children Check (WWCC). Volunteers are also required to complete a 'Declaration for Volunteers and Non-Child Related Contractors.' This can be completed and authorised at the office.

4.8 Parent and Community Groups

Parents and Citizens (P&C) Association

Parents, as partners in the education process, have a responsibility and a right to play an active role in the education of their children. The P&C is a vital forum to formalise parent contribution to the school. It allows parents to become integral participants in school life, organisation and support.

P&C meetings are held twice a Term on Monday nights. Dates, meeting room, starting time and agenda items are advertised in the school newsletter and via the school eNews app. Special presentations could precede P&C meetings.

The main functions of the P&C are to:

- Promote the interests of the community in the school and to promote the school in the community, by bringing about closer co-operation between parents, students, teachers, citizens and community organisations.
- Assist in providing facilities and equipment for the school through fundraising and improvement programs.
- Promote the recreation and welfare of the students at the school.
- Encourage parent and community participation in curriculum and other education issues.
- Maintain solid and continuous lines of communication between parents, the school and community.

To achieve these goals the P&C Association has several sub-committees/action groups that carry out specific functions. The number, compositions and focus areas are determined by the number of parents available to form them and areas of specific interest, need or available expertise. Some possible action groups and their functions are:

Family Support Trust

This group offers financial and practical assistance to families of students at Kiama Public School who are in crisis due to trauma or illness.

Discretionary Representative Allowance

The P&C is able to offer a small allowance to families that incur out of pocket expenses from attending selected representative sports, academic or artistic events and may require financial support. It is intended as a small assistance, not a reimbursement for all expenses incurred.

Fundraising

Organising various fundraising initiatives/activities to raise money for the provision of extra resources for our school.

Maintenance and Grounds

Identifying and co-coordinating works about the school that can be carried out with volunteer workers (for example; working bees).

Parent Support

Offering support to parents as required and where possible (for example; advice, advocacy, orientation for new families).

Promotion

Promoting the positive features/achievements of our school to both the school and wider communities and looking at improvements.

Safety

Identifying safety issues in and around the school and liaising with the Roads Maritime Services (formally RTA), Kiama Council, the school for example, to resolve potential problems.

Uniform Pool

The uniform committee runs a uniform clothing pool from which donated "outgrown" uniform items can be purchased. Operation details are published in the newsletter and is dependent upon a parent volunteer.

4.9 Privacy

All personal details supplied to the school by parents are protected by a privacy clause. Permission is sought from parents in relation to publishing student names and photos in newsletters, local papers, via the internet, for school class photos or other promotional purposes at the time of enrolment.

4.10 Suggestion and Complaint Procedures

Parents and other members of school communities may, from time to time, wish to make suggestions or record a complaint against a school, a policy or a specific person. The following information may be of assistance.

How you can make a suggestion or complaint

This can be done orally or in writing. If made orally it may need to be put in writing later. A special form is available from the school office. Its use is optional.

The suggestion or complaint can be made to the person responsible for the place where the issue arose, for example; the School Principal. If the complaint is about school personnel then it can be made to their supervisor. Assistance is available on request if needed.

It is preferable to give your name and sign your complaint. Anonymous complaints can be acted on only in certain circumstances.

How your suggestion or complaint will be handled

When a suggestion or complaint is received, it will be assessed in terms of its nature and seriousness. It will be acknowledged and a likely timeframe for dealing with it will be indicated.

Procedures

The member of staff who receives the suggestion, complaint or allegation needs to assess it to determine which procedure applies and the appropriate delegate who can initiate it.

There are three possible procedures:

1. Remedy and System Improvement: This procedure is used for issues related to policies or procedures.
2. Negotiation: Used for a complaint about a person that is not about an alleged serious breach of legislation, policy, procedure or contract.

This is the process by which a solution or agreement is developed through discussions or correspondence with another person. The process requires participants to consider the point of view of the other person and consider compromise solutions.

The delegate assists in the negotiation with the parties and if needed, meets with them separately or jointly. There can be no compulsion on any party to participate in this process. If a party indicates that they do not wish to participate or continue to participate, then the delegate proceeds to the making of a decision.

3. Investigation: When it is determined that the matter is of a serious nature (one which may lead to criminal or disciplinary action) and requires investigation, it is referred on to the appropriate body. Personnel outside the school carry out investigations.

4.11 Support Services and Programs

School Programs and Personnel

Kiama Public School: (02) 4232 1471

Student Assistance Program

School Counsellor

School Learning and Support Team and Teacher

Grievance Officer

Scripture teachers

School Education Office: 131 536

Student Services - Equity

District Guidance Officer

Student Welfare Consultant

Disabilities Program Coordinator

Itinerant Support Teacher for Behaviour

Itinerant Support Teacher for Hearing

Itinerant Support Teacher for Vision

Home School Liaison Officer

Life Education Van (annual school visits and K-6 Program): (02) 9673 3222

Government Agencies

Dental Program – Free check-up for children under 18 years: 1300 369 651

Child Protection and Family Crisis Service - 24 hours: 1800 066 777 or 132111

Department of Community Services, Shellharbour: (02) 4255 6666

Domestic Violence Line Counselling Service: 1800 656 463

Sexual Assault Centre: 1800 424 017

Kids Helpline: 1800 551 800

Parent Line (help for Parents): 1300 130 052

Lifeline - 24 hours:	13 11 14
Kiama Integrated Primary and Community Health Service:	(02) 4233 1033
Social Worker	
Speech Pathology	
Family Support Service	
Youth Health Service	
School Nurse	
Child Psychologist	
Kids Cottage - 1/10 Belfast Avenue, Warilla:	(02) 4297 1022
Physiotherapist	
Speech Pathologist	
Occupational Therapist	
Social Worker	
Hearing Assessment Centre	
Psychologist	
Northfields Clinic - Northfields Avenue, Wollongong:	(02) 4297 1022
Individual assessment of students' specific learning difficulties. (Phone to make an appointment and fill out relevant forms - fees are charged).	
Relationships Australia – Wollongong:	1300 364 277
Youth and Family Services:	(02) 4228 1946

4.12 Uniforms

The expectation of wearing the Kiama Public School uniform is endorsed by the Kiama P&C Association. A uniform unites individuals under a collective identity and helps to develop pride and a sense of identity. It makes students all look the same, regardless of differences in class or wealth. It distinguishes them from other school groups.

It is expected that all students will wear school uniform properly. Parents who have a problem with this expectation, need to discuss their concerns at the time of enrolment. Children are to wear school clothing in gold, royal blue and grey combinations.

We appreciate the efforts of parents in supporting the school's efforts to ensure every student at Kiama Public School wears full school uniform. Students not in uniform may be excluded from some activities.

We have a "no school hat - play in the designated area" rule for students at the school, to protect them from the dangers of skin cancer. Students have a choice of two different styles of school hat. All students are required to wear a school hat whilst at school, attending excursions or when representing the school.

For special performances or occasions when students are representing our school, specific uniform will be stipulated, which all participants will be expected to adhere to.

At times the school may hold a special "uniform focus" reward system to acknowledge excellence.

Uniform Suppliers

Kiama Cycle and Sports shop - corner of Minnamurra and Collins Streets.

Uniform items with school logo phone: (02) 4232 3005.

Uniform Clothing Pool

The P&C run a second-hand uniform pool stocked with donated items. It is run by parent volunteers. A contact phone number can be obtained from the front office.

Lost Property

Please check the lost property boxes for missing items as promptly as possible. The location of lost property is HB9. Parents are asked to ensure their child's clothing is clearly labelled, particularly school hats, jumpers, and polo shirts so they can be returned from lost property.

Jewellery

We encourage students not to wear jewellery to school. Watches, signet rings, studs or sleepers are the only exceptions. Students may be excluded from certain activities if jewellery is considered a danger to themselves or others. No responsibility will be taken by the school for loss or damage of any jewellery worn.

UNIFORM

Uniform option 1: Summer

- Gold polo shirt with collar and school logo
- Royal blue culottes
- School tunic – optional (not worn for official occasions/photo days however).
- White socks
- Black shoes
- Royal blue school hat (either bucket or legionnaires)
- Matching hair ties/ribbon/clips

*Tights under dress only - navy/royal blue

Uniform option 2: Summer

- Gold polo shirt with collar and school logo
- Grey shorts
- White socks
- Black shoes
- Royal blue school hat (either bucket or legionnaires)

Uniform option 1: Winter

- Gold polo shirt with collar and school logo (long sleeve polo also available)
- Royal blue jumper or School fleece with logo
- Royal blue culottes
- Royal blue long bootleg pants
- School tunic - optional (not worn for official occasions/photo days however)
- White socks
- Black shoes
- Royal blue school hat (either bucket or legionnaires)
- Matching hair ties/ribbon/clips

*Tights in royal or navy blue only under school tunic. Please refrain from adding tights under culottes.

Uniform option 2: Winter

- Gold polo shirt with collar and school logo
- Royal blue jumper or School fleece with logo
- Grey shorts or grey long pants
- White socks
- Black shoes
- Royal blue school hat (either bucket or legionnaires)

Sport Uniform

- Regular school uniform as outlined above
- White socks
- Sport shoes (please only wear sport shoes/sneakers on sport and fitness days)
- Royal blue school hat (either bucket or legionnaires)

*Sports House coloured T-Shirts should be worn for carnival events (see below).

Sport

When children participate in sporting activities at school they are not required to change from their everyday uniform. When attending Swimming or Athletics carnivals a note will be sent home advising students of the correct attire. Usually this will involve wearing a T-Shirt in their House colour.

Bass - Green, Flinders - Red, Kendall - Blue, Dunstan - Yellow.

4.13 Visitors

Visitors to our school are required to sign the volunteers register at the front office. This is necessary for legal and security purposes. On your first visit to school as a volunteer you are also asked to read our WHS Induction and sign the register, located near the volunteer sign on book. Volunteers are required to have a Working with Children Check (WWCC) clearance (refer 2.13).

5. ADDITIONAL

5.1 Excursions (Day)

Excursions are an integral part of the learning program in all key learning areas and students are encouraged to take part. A signed permission note is essential. Parents are asked to return notes to school by the designated due date. At the time of enrolment parents are requested to complete a local excursion form that negates the need for separate notes for local excursions that involve walking to a venue.

5.2 Excursions (Overnight)

Kiama Public School offers students the opportunity for overnight excursions, which are a student privilege additional to the curriculum provided within school hours. They are not compulsory, that is, teachers are not compelled to provide or attend them nor are students compelled to attend.

Students not attending excursions are expected to attend school as supervision is provided (refer 2.1).

5.3 Extra Curricular Activities

Kiama Public School offers students the opportunity to develop their individual talents in a wide variety of areas. These areas depend upon staff expertise and willingness to conduct groups such as:

Band

Kiama Public School provides a Band program for students from Years 3 to 6. Students in the band will have many opportunities to perform at school and local community functions, both in school and out of school time.

To assist students and families, our school offers instruments for hire and runs weekly a full band practice for participating students. These are scheduled by the Band teachers. Please note that there are costs associated with supplying music and students must meet certain requirements to join the band. Further information is available on our website.

Chess

Chess is one of co-curricular offerings at our school. Children in Stages 2 and 3 (Years 3 to 6) have the option of joining the chess club. Our Chess Club meets weekly and often compete in school competitions. The participation in school competitions generally requires the support of parents and carers with transport.

Choir

Kiama Public School has a proud tradition of producing high quality choirs. All students in Stage 2 and 3 (Years 3 to 6) have the opportunity to participate in Choir. Rehearsals are held in school time. Performance opportunities are numerous including music festivals and school functions. The Southern Illawarra Music Festival (SIMF) is our annual highlight.

Debating

Our debating team consists of students from Years 5 and 6. The debating team participates in the NSW Department of Education Premiers Debating Challenge.

Public Speaking

Public Speaking is a courageous activity undertaken by students in Years 3-6. Students participate in the Multicultural Perspectives Public Speaking competition in Semester 1 and various other competitions throughout the year. Students prepare topics from a prescribed list and compete in Class based competitions. From there, two representatives from each class are chosen to participate in a Stage based competition. During the Stage based competition, a Winner and Highly Commended are chosen to represent Kiama Public School at a local final.

Dance

Dance troupe opportunities are often planned in our yearly calendar and may include school participation in local events such as Wakakirri - a National story dance festival. The type of event dictates which year groups will be invited to participate.

Productions

Productions involve a whole Stage of the school on a biennial basis, that is, even years, Stage 1 (Kinder, Years 1 and 2) or odd years Stage 3 (Years 5 and 6). Performances are held during the day for other classes and in the evening and matinee for family and friends.

The Garden

The Garden has been identified as a local initiative demonstrating an innovative and inspiring approach to bringing food and sustainability into the daily lives of children.

The aim of our garden is to teach students about sustainability, but also to build self-confidence and a love and respect for the earth. It provides another avenue to instruction that is highly engaging and may tap into the learning styles of some students that the regular classroom setting sometimes finds hard to cater for. All classes have lessons in the garden as part of their Science program each week. We are very proud of our garden and the many changing opportunities it provides. It is truly a wonderful showpiece for our school.

5.4 Payments

All student payments made for excursions, workbooks, Library Fund, Band fees and the like, can be made by Parents Online Payments (POP), cash or cheque (made out to Kiama Public School).

All permission notes with payments by POP, cash or cheque are to be placed in the 'Payment Deposit Box' located in the office foyer, clearly marked with your child's name and class. We do not keep cash on hand so please DO NOT ask for change. Receipts will only be supplied upon request.

We encourage parents to use our Parents Online Payment (POP) option which is accessible via the 'Make a Payment' tab on our school website. There is also a direct link on our school eNews app. POP is a secure Westpac website. Simply follow the prompts and you will receive a receipt number when finalised. Return the permission notes to school with the receipt number noted on the form.

5.5 Mufti Days

We occasionally hold mufti days where students are invited to come 'out of uniform' and dress in a special theme. For the privilege, students are requested to pay a specified "donation". This money is used to purchase items as decided by the SRC, or it could be a collection for a specific charity. Dress requirements always include fully enclosed shoes and no midriff or sleeveless tops.

5.6 Newsletters, Notes and broadcasts on your smart phone/device (eNews)

Our newsletter is our weekly form of communication to parents, students, staff and the Kiama community. It is designed to keep parents as fully informed as possible, of the happenings and activities of our school and is produced every Wednesday. Newsletters, notes and broadcasts are distributed electronically by 'School eNews' and we ask all families to subscribe via email and/or smart phone to the app (we encourage you to do both if available). A paper copy of the newsletter may be picked up from the office foyer if required or downloaded from the website.

Subscribe for email updates

1. Visit our website
2. Click the "Newsletter" navigation tab (top menu).
3. Scroll down to the "Email Subscribe" section
4. Under the "Subscribe" heading, tick on the "Newsletters List" and any other appropriate Year/subscriber lists.
5. Enter your name and email address.
6. Click Subscribe
7. **IMPORTANT:** An email will be sent to your email address; you **MUST** click the "Activate Now" inside this email that is sent to you.

Get School eNews via an app

Download the free app called "School eNews".

Access the app downloads via our website as per above, or directly as required below:

1. iPhone and iPod Touch app
2. iPad app
3. Android app
4. All other phones
5. Open the app and search for "Kiama".

5.7 Personal Items at School

We discourage students from bringing expensive personal items and toys to school. It may become necessary to “ban” particular items or popular toys on some occasions.

The school does not accept responsibility for any loss or damage to personal items brought to school.

5.8 School Development Days

The first day of each Terms 1, 2 and 3 and the last two days of Term 4 are School Development Days and are student free days that is, students do not attend school. On occasion, Kiama Public School may vary these dates, so we ask that parents regularly check our school website calendar and newsletter for any adjustments to our Term dates.

Parents need to make alternative arrangements for their children on these days as staff members engage in professional development activities. Sometimes these activities are conducted at a different venue. School administrative support staff (SASS) members may be involved in our school-based development on site or at another venue on separate topics. This could affect office hours. In the event of any changes to these arrangements, parents will be notified well in advance.

5.9 School Library

Our School Library is the hub of literature and technology in the school. The role of our Library is to support teaching and learning programs in the school and to develop life-long learning skills and a love of reading and enquiry in the whole school community. The Library is used for both educational and recreational purposes in a flexible, welcoming environment.

Our collection includes books, eBooks, magazines, laptops, desktops, iPads, online subscriptions, STEM equipment including Robotics devices and 3D Printers. Resources are purchased from funds received from families via tax-deductible donations to the Library Fund.

Class time in the Library is scheduled once per week, however individuals and groups of students are welcome to work in the Library at other times. Class lessons involve a co-operative planned lesson shared between their classroom Teacher and the Teacher Librarian which includes borrowing, literature appreciation, research and the development of information and enquiry skills, technology skills including Digital Footprint and Cyber Safety awareness and development of STEM related skills including coding and 3D Printing design.

Early Stage 1 and Stage 1 students require a library bag for borrowing purposes. (This is in addition to their Home Reader/Book bag). Early Stage 1 students may borrow one book each week, Stage 1 – two books and Stage 2 and 3 – three books.

Regular borrowing is encouraged and if a student’s book becomes long overdue a note may be sent home to his/her parents. Parents are requested to contribute towards the cost of repairs or replacement of damaged or lost books. The Teacher Librarian will issue notes when necessary.

The Library has flexible opening times before school and at lunchtimes. Please see the school website for current opening times.

5.10 School Photos

Parents are notified of the date in the newsletter and on our website calendar so that you can ensure students look their best in school uniform. Most companies use an envelope payment system where correct money is sent in on the day of the photos. Some provide an online payment system. We request that all students wear their yellow school polo shirt with logo for school photo day (not tunics).

5.11 Sport

Sport sessions are held at different times through the week for different Stages of our school, depending on available space.

Students in Stage 3 may be involved in sport teams that participate in knock-out carnivals and/or gala days. Students who turn 8 during the current year who are in Year 2 may participate in school swimming, cross country and athletics carnivals, dependent upon their skills. Successful participants in school-based carnivals proceed to District level then to Regional, State and national levels.

Students are divided randomly into four sports Houses. Siblings are not necessarily placed in the same House.

Bass is named after the explorer George Bass. Bass anchored his whaleboat in Robertson Basin, now known as Kiama Harbour, on 6 December 1797.

Flinders is named after the explorer Matthew Flinders. Flinders explored and mapped the east coast of Australia with George Bass in 1796 in the Tom Thumb.

Kendall is named after the poet Henry Kendall who spent a period of time in and wrote a poem about Kiama This spot my paradise.

Dunstan is named after Stephen Dunstan, a former Principal of Kiama Public School, from 1929 to 1933.

Students wear different coloured clothing on special carnival days to indicate the House they represent. These are:

Flinders – red

Bass – green

Dunstan – yellow

Kendall – blue

Students in Years 3-6 elect House Captains and House Vice Captains according to our policy. These students have specific roles and responsibilities during the year.

6. SCHOOL IDENTITY

6.1 School Logo

Our School Logo was designed in 1975 by Miss Gail Lemcke, daughter of the then School Principal, Mr Bruce Lemcke.

It features the columnar basalt of the Kiama area that symbolises the strong, solid foundations primary schools provide in the educational process.

The waves and blowhole symbolise the change that occurs via the action of these forces on the basalt. This image is assimilated to the types of learning experiences students have at our school that reshape and change our young students.

The Kiama Lighthouse symbolises our whole school ethos of showing and finding our way in life. Combined, the symbolism of these natural and manmade familiar features of the Kiama landscape sum up our Motto:

“Let Your Deeds Shine”

Contributed by

Mr T J Langston.

Students of our school are encouraged to apply this motto in all areas of the curriculum.

6.2 School Song

Mrs Ingrid Richardson composed both the music and lyrics of our school song in 1995. The lyrics depict many features of our school and local area.

Kiama's surrounded by wonders
Vast oceans and green rolling hills.
But the wonders that we wish to celebrate
Are right here in our very own school.

The friendship that makes us feel welcome
The learning to help us do well.
The caring so we know that we all count
And the pride that we feel for our school.
Let your deeds shine and
Light up the path for your future.
Blue and gold will shine brightly
Kiama Public School for me!

Blue and gold will shine brightly
Kiama Public School for me!

6.3 Community of Schools

Our school is a proud member of the Kiama Community of Schools with Kiama High School, Jamberoo, Minnamurra and Gerringong Public Schools. We have events, activities and shared professional learning experiences.

6.4 Community of Schools Song

Kiama's great community
Is part of who we are
Our schools all strive for excellence
We seek to raise the bar
If we all work together
By the lighthouse we will shine
Together we will reach new heights
Ours will become mine.

We're all individuals but together we will be
Learning and succeeding in a strong community
Where respect and tolerance are values that we share
We treat each other equally with honesty and care

We're surrounded by the beauty
Of rolling hills and sea
Just the kind of fresh air place
That we all love to be
It's picture post card perfect
With scenes that we all treasure
We're fortunate we all agree
To learn here is a pleasure.

We're all individuals and together we will be
Learning and succeeding in a strong community
Where respect and tolerance are values that we share
We treat each other equally with honesty and care
Our dedicated teachers will help us do our best
To persevere in times of need we'll make it past the test
With cutting edge technology and an open mind
Our goals will be within our reach our future we will find

We're all individuals and together we will be
Learning and succeeding in a strong community
Where respect and tolerance are values that we share
We treat each other equally with honesty and care

With honesty and care.

6.5 Dharawal National Anthem

Kiama Public School sings the Australian National Anthem at all assemblies. On most occasions we sing the first verse in Dharawal (the local Aboriginal language) as a mark of respect, followed by the two verses in English:

Nini Australiagal budjery gurry-burry
Nina Australiagal bur-i-ga
Budjari bamul-yaragara marry walabar
Bamulgar marry walamirang
Bamul merong marry kaban walabar
Bar-jar-jar-rang-waratah
Yanamara-Australiagal
Yanamara-Australiagal
Yana budjeri Austraygal
Nini bay guwi bay-la guwi
Yana budjeri Australiagal

Australian 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.

7. GLOSSARY

7.1 Abbreviations

BOS	Board of Studies - group responsible for all syllabus documents (KLAs)
CA	Creative Arts (a KLA)
COLA	Covered Outdoor Learning Area
DoE	Department of Education
ESL	English as a Second Language
GA	General Assistant
HSIE	Human Society and Its Environment (a KLA)
IT	Itinerant Teachers for specialist areas
ITB	Itinerant Teacher Behaviour
ITH	Itinerant Teacher Hearing
ITS	Itinerant Teacher Sight
KLA	Key Learning Areas for primary school (six in all)
LOTE	Languages Other Than English
LST	Learning Support Team
NAPLAN	National Assessment Plan Literacy and Numeracy
NESB	Non English Speaking Background
OLA	Outdoor Learning Area
OLS	Outdoor Learning Space
P&C	Parents and Citizens
PDHPE	Personal Development, Health and Physical Education (a KLA)
POP	Parent Online Payments

RFF	Relief from Face to Face teaching
SAM	School Administrative Manager
SAO	School Administrative Officer
SDD	School Development Day
SLSO	School Learning Support Officer
LaST	Learning and Support Teacher
SPR	Special Programs Room
SRE	Special Religious Education

7.2 Key Learning Areas (KLAs)

English: Speaking and Listening, Writing and Representing, Spelling, Handwriting and Using Digital Technologies, Reading and Viewing.

Mathematics: Number and Algebra, Measurement and Geometry, Statistics and Probability, Working Mathematically

Human Society and Its Environment (HSIE):

History: Personal and Family Histories, Present and Past Family Life, The Past in the Present, Community and Remembrance, First Contacts, The Australian Colonies, Australia as a Nation.

Geography: People Live in Places, Features of Places, People and Places, Places are Similar and Different, The Earth's Environment, Factors that Shape Places, A Diverse and Connected World.

Science and Technology: Natural Environment, Made Environment, Physical World, Earth and Space, Living World, Material World, Built Environments, Information, Products. Skills in Working Scientifically and Working Technologically.

As an exciting addition to support the science curriculum we are delighted to afford students the opportunity to explore, discover and experiment with three wonderful facilities. The vision is that all students will use one of these facilities with their class each week:

The Outdoor Living classroom: a spectacular, ever-changing garden that teaches students healthy life styles as they learn to grow plants, care for animals and manage complex problems in a fun and engaging way. Our trained permaculture teachers literally lead the students down a garden path to a new world all in a most environmentally friendly, safe way.

The Outdoor Kitchen is a facility that allows students to prepared food and cook using the pizza oven, BBQ, cooking cart with oven and other equipment. The lessons are hands on with preparation and linked to their science syllabus and our beautiful garden.

The Science/STEM Room is a special room designed to engage students in science. Stocked with resources and equipment every class gets to use this space to bring science into life.

Creative Arts (CA): Music, Drama, Visual Arts, Dance.

Personal Development, Health and Physical Education (PD/H/PE): Active Lifestyles, Dance, Gymnastics, Growth and Development, Games and Sport, Interpersonal Relationships, Personal Health Choices, Safe Living (Child Protection and Drug Education).

7.3 Stages

Early Stage 1 Kindergarten

Stage 1 Years 1 and 2

Stage 2 Years 3 and 4

Stage 3 Years 5 and 6

7.4 Special Programs - Government Funded

The Intervention program is designed to help assimilate students with special needs into regular classrooms. Tied grants are applied for, by school personnel, in collaboration with parents, to assist the classroom teacher with these students. A School Learning Support Officer (SLSO), who is under the teacher's direction, is employed to assist the teacher with classroom organisation and activities.

Reading Recovery is designed for Year 1 students, who are identified at the end of their Kindergarten year, who need extra help in reading. Selected students are given 1:1 instruction until they are discontinued or exit the program.

New Arrivals Program is for students arriving in Australia who have no English. Based on an application from the school, a specialist teacher is employed to assist students to settle into their new learning environment. According to the Visa number on passports, some fees may apply.

English as a Second Language (ESL) is similar to the above. However, these students have had experience with some English.

8. ATTACHMENTS

8.1 Map of the School



NOTES