

STANMORE PUBLIC SCHOOL

Learning for Life



Information For New Parents

Quality Education Since 1884

A GUIDE TO STANMORE PUBLIC SCHOOL

Welcome to Stanmore Public School.

At Stanmore, the staff is committed to ensuring your child's time here is happy and successful.

This information booklet is provided to all new parents to help you and your child settle smoothly into our school.

We hope you find it useful.

If there is any information that new parents need, which is not included, please let us know so we can include it in our next edition.

Should you require further information at any time or wish to discuss any matters to do with your child's schooling, please contact your child's class teacher, the school office, or myself.

Fran

**Fran Larkin
PRINCIPAL**

ABOUT US

Learning for Life

To discover the joy of learning is to set a pattern that will remain for life.

Stanmore Public School's approach to primary education is to educate the whole child: to recognise and nurture the ability of each child in all areas of potential - linguistic, mathematical, creative, physical, and social - so each one leaves primary school as a confident and competent learner, well prepared for the life ahead.

Our Core Objectives

- *Quality in teaching and learning*
- *Acknowledgement of effort and achievement*
- *Respect and cooperation in relationships*
- *Fairness and inclusion in our practices*

Our Values:

Respect

- Includes respect, courtesy, consideration, honesty, kindness, inclusion and tolerance

Responsibility

- Includes responsibility, fairness, safety and pride

Resilience

- Includes resilience, self-regulation, perseverance and courage

Care

- Includes care for self and others

A-Z INFORMATION FOR PARENTS

AFTER SCHOOL ACTIVITIES

The school provides a number of after school activities. Those on offer vary from year to year, depending on interest and availability of personnel. In recent years, they have included drama classes, tennis coaching, digital photography, digital animation, chess coaching, music tutoring, French and Spanish language classes. Parents arrange for their children to participate directly with the personnel who provide the service. There is a cost involved and parents pay the service providers directly.

AFTER SCHOOL ARRANGEMENTS

Parents are required to complete a form each year advising the school of the arrangements they have in place for after school each day. At the end of the school day, teachers bring classes to the designated area (check with the class teacher each year) for dismissal. The teacher then directs students to OOSH, TASK, Kiss & Go, After School Activities etc. and waits with the children who are to be collected by parents (not those who are picked up from Kiss & Go) until 3:15pm. If parents are detained by an unexpected emergency or running late for any reason, they should advise the school as soon as possible so emergency arrangements can be made.

ALLERGY

The school currently has a number of children enrolled with severe, life-threatening food allergies (anaphylaxis). Anaphylaxis is a medical condition that causes a severe reaction to certain foods and can result in death within minutes. Consequently, these children will need immediate medical attention if they come into contact with these foods. It would greatly assist the school to manage this situation if parents would keep nut-based foods for home treats. In particular, the school ask that parents do not send peanut butter or Nutella to school. These products are sticky and the residue can be transferred from hands and lips to bubblers and other surfaces within the school.



ASSEMBLY

School assemblies are held in four groups in the school assembly hall – Kindergarten classes, Years 1 & 2, Years 3 & 4 and Years 5 & 6. Classes are rostered to host assemblies and to present items. Merit awards are presented to students for quality work, effort or behaviour. Parents are welcome to attend assemblies, particularly when their child's class is hosting or presenting an item. Days and times vary from year to year and parents will be advised of these arrangements prior to each event

ATTENDANCE

Good attendance at school is essential if children are to learn successfully and that is why it is a legal requirement that students attend school every day unless they are sick or some urgent family circumstance prevents them from coming to school. Class rolls are marked at the beginning of every school day as an official record of attendance. The Department of Education (DoE) monitors school attendance and follows up instances of high absenteeism and / or unexplained absences.

When students are absent for all or part of the school day, parents are required to provide a brief letter that explains the reason for the child's absence. Parents and carers can do this by

logging onto the school website www.stanmorepublicschool.info – go to Online Forms and then select Absence Notifications. If students are absent for more than two days they are required to provide a doctor's certificate.

Lateness to school is regarded as a partial absence and all children who are late to school are required to go to the office on their way to class and collect a 'Late Note'. Leaving early is also regarded as a partial absence and parents are required to call in at the office prior to collecting their children.

ASSESSMENT

Assessment of student learning is a normal part of school life. It is used to inform teachers about what students already know, how well they understand what has been taught and provides a basis for reporting to parents. Assessment guides the planning of learning programs and can take many forms including written tests, assessment tasks and observation. Typically, teachers keep records of students' assessment results and progress and discuss these with parents at parent-teacher interviews or on request.

BAND

The school has a well-established band program. There is a training band for beginners, a concert band for more advanced players and the Juggernaut Band, when all band members play together. The bands are just some of many music ensembles included in the school's music program (*see Music Ensembles*). The bands provide opportunities for students in Years 3-6 to learn to play a band instrument. Participation in the band program requires private lessons and attendance at band rehearsals. The school provides instruments for students to hire until they purchase their own instrument. Additional information about the band program is circulated at the beginning of the school year or available from the school office.

BASIC SKILLS

The basic skills of Literacy and Numeracy are a high priority at Stanmore and teaching in these areas is both innovative and highly successful. Teachers assess students regularly so they understand the different learning needs of students and are able to provide teaching and learning activities that cater for the different needs. Teaching in all the Learning Areas (LAs) includes elements of Literacy and Numeracy.

The school has a record of high achievements in state wide and national skills assessment. Many of our students achieve outstanding individual results, while the school average is consistently above state and regional averages.

BEHAVIOUR AT SCHOOL

The school expects all students to treat others with respect and behave appropriately so all members of the school community feel safe and comfortable at school and can work, play and learn in harmony. The school supports the development of socially appropriate behaviour by making our expectations clear through a weekly values focus and through acknowledgement of appropriate behaviour choices. Together with parents, the school helps children to develop a moral framework to guide their behaviour and understand their responsibilities as a member of the school and broader community.

Our school values are:

Respect
Resilience
Responsibility

Class teachers or teachers on playground duty manage most problematic behaviour in a positive, instructional way. They redirect students towards more socially acceptable behaviour and provide advice and encouragement to help students develop more appropriate behaviour patterns overall.

Strategies for students to use to resolve any difficulties they have with other students are:

NO - Ask other students to stop if you don't like what they are doing to you.

GO - Move away from the source of problem.

TELL - Ask a teacher to help solve the problem peacefully.

If inappropriate behaviour persists, teachers refer it to the school executive by means of a card system. Behaviour cards are a coded means of communication between teachers and the executive. An **orange card** signifies persistent inappropriate behaviour that is not responding to teacher intervention at class or playground level. A **red card** signifies violence or another serious breach of the school or the NSW Department of Education's discipline code. The school keeps a record of all red and orange card referrals and monitors student behaviour after a referral has been made. After three orange cards or one red card, the school provides counselling to students in the Responsible Thinking Room at lunchtime and notifies parents. If there is a pattern of disruptive or aggressive behaviour, the school organises a meeting with parents / carers. The school may suspend students when patterns of serious non-compliance or aggression are not responsive to other measures.

BIKES AT SCHOOL (See Scooters)

The school supports riding bikes and scooters to school with a bike and scooter policy. The focus of the policy is to ensure the safety of all students, including those who do not ride to school. Copies of the full policy are available from the school office.



Senior Students - Years 5 & 6

Senior students are permitted to ride to and from school unaccompanied, provided they have a school bike licence. Bike licences are available from the school office and must be signed by the student, his or her parents / carers and the principal. They require an undertaking to maintain their bike in good order, comply with all relevant road rules and wear an approved bike helmet.

Students must **dismount** before they enter the school grounds and wheel their bikes to the bike rack behind the school kitchen and secure it immediately. The school accepts no responsibility for bikes left on the school premises during the day.

Younger Students – K-Year 4

Younger students are permitted to ride bikes to school only if accompanied by a parent. They also need a bike licence and are expected to comply with the same conditions.

BUILDING FUND

The school's Building Fund allows families to make donations that are fully tax deductible. Money donated to the Building Fund can only be used for buildings and fixtures to buildings but may be used for short or long term projects. The school has developed a master plan for the school site and the Building Fund will support some aspects of this plan. Over time, all students will benefit greatly from the generous support of our families.

CANTEEN

The school canteen is open five days a week. It provides lunches for students and sells snacks at recess, lunchtime and after school until 3.30 pm.. The canteen is currently managed by the school. Parents are encouraged to provide feedback on the canteen and the food choices available for students. The canteen menu and price list are available on the website and online lunch orders are preferred. Online lunch orders should be placed by 8.30 am each day. If, for any reason, online ordering is not possible, it greatly assists canteen staff if students bring their lunch order to school written on a paper bag with the correct money inside. There may be limited menu choices when ordering over the counter.

CHESS

There is chess coaching after school each Tuesday. The school also enters teams in some inter-school competitions. In the second half of each year, the school holds its annual chess championship and the best five players travel to Melbourne for the National Primary School Chess Challenge. Look for more detailed information throughout the year.



COMMUNICATION

Good communication between home and school is beneficial to everyone. The school organises a "Meet the Teacher" evening at the beginning of each year so parents can meet their child's new teacher and find out about the coming year. The school then invites all parents / carers to formal parent-teacher interviews in April after one term of school to discuss each child's learning, engagement and any other relevant matters. There are further opportunities for formal parent-teacher interviews after written school reports go home in June and December. Teachers or parents may request meetings at other times during the year if the need arises

The school encourages parents and carers to build a relationship with the class teacher. A strong relationship provides a sound foundation for the two-way flow of information about their children and for working through any problems that may occur. The class teacher is the best source of information about their educational progress and any social issues. It is equally important to inform class teachers of any developments in children's lives that may affect their schooling.

Parents are encouraged to ring the school and make an appointment if they wish to talk to their child's teacher or the Principal about any matters relating to their children's schooling. The school also encourages parents to raise concerns sooner rather than later as early intervention is usually best.

It is school policy to ask parents what they think before making significant changes to school practices or programs and to seek feedback on the school's performance. This is done through surveys, which are usually conducted online, and through meetings with parents to discuss school programs or policies. The school encourages parents to take up these opportunities for feedback. The school makes better decisions when informed by community opinions.

CONTRIBUTION FUND

The school requests families to make voluntary donations to the School Contribution Fund each year. This fund replaced many of the fundraising activities the school used to run. It is

used to support the school's educational programs with quality, current resources. These resources benefit all children and the school greatly appreciates the support of families.

CREATIVE AND PERFORMING ARTS PROGRAMS

Stanmore Public School provides Creative and Performing Arts programs staffed by specialist teachers in music, drama and visual arts. These programs have been in place for several years and, as a result, the school is developing a fine tradition of music and drama performances and visual arts displays. All students have the opportunity to participate in these activities and experience success. The programs are part funded by a parent contribution.



As a part of these programs, many students have the opportunity to perform in school ensembles for music, dance and drama and also in regional and state ensembles and festivals. These include performances at the Opera House, the Town Hall and other large public venues. Each year, the school holds its performing arts "Showcase" at a local Theatre, where all of our students perform and "A Night of Music" when all our music groups perform.

CRUNCH 'N' SIP

Crunch 'n' Sip[®] is a set break during the morning session to eat and drink in the classroom. Students re-fuel with fruit / vegetables and water to assist their performance and concentration in the classroom. Each day students bring fruit (or salad vegetables) to school and a small clear bottle of water. They are encouraged to drink throughout the day to prevent dehydration. Through Crunch 'n' Sip and related curriculum links, the school demonstrates its commitment to good nutrition.

DEBATING

In recent years, Stanmore Public School has developed a strong debating program. Each year the school enters teams in a local inter-school competition and the Sydney and Premier's Debating Challenge. The school regularly progresses to the regional semi-finals and finals.

DISCIPLINE

It is Stanmore's aim to provide a happy and safe learning environment for our students. Consequently, the care and welfare of students is of prime concern for all staff. There is a strong emphasis on mutual respect within the school community and programs aim to develop the self-esteem of students and promote moral autonomy, self-discipline and responsibility. (For further information, see *Behaviour* in this booklet.)

EDUCATIONAL PROGRAMS

The school provides a wide range of educational programs in the following Learning Areas:

- English**
- Mathematics**
- Science**
- History**
- Geography**
- Creative Arts and Practical Arts (CAPA)**
- Personal Development, Health and Physical Education (PDHPE)**

Teachers design teaching and learning activities in all areas that engage and challenge students and enable them to learn successfully. Class teachers work with a number of

specialist teachers to cater for a range of learning needs, including learning difficulties and extension for more capable students.

EMERGENCY POLICY

The school policy is to notify parents promptly if their children are injured or become sick during school time. To enable this, parents/carers need to provide the school with phone numbers on which they can be contacted during school hours and ensure they advise the school of any change. Parents/carers also need to provide the school with the name and phone number of a close relative or friend whom can be contacted in an emergency if parents/ carers are unavailable. **The emergency contact person should be someone who can come to the school for a sick or injured child if parents / carers are unable to come.** The school also requests permission to seek medical attention in an emergency.

EDUCATION SUSTAINABILITY

Education Sustainability is now an important curriculum area in response to local and global concerns for the future of the environment. It helps School students to develop an awareness of the environment and assists them to develop positive and balanced attitudes towards it. At Stanmore, sustainability education received a big boost through a \$10 000 grant from the Down to Earth Foundation, which was presented to the school captains by well-known scientist, David Suzuki. The grant enabled the school to employ a Sustainability Education Teacher to work with students and teachers in their classrooms and to help the school to develop environmental education programs. More recently, the school has embarked on a sustainability program to reduce our use of resources, to recycle where possible and to reduce our overall waste. The school has installed solar panels and rainwater tanks and engages the student body in monitoring our overall use of resources. Our current initiative is the reduction of waste going to landfill by encouraging Waste Free lunches, recycling of plastics and composting food scraps for our garden. (See *Kitchen Garden Program* in this booklet).

ENGLISH

English is a key priority for learning for primary schools in New South Wales. Its includes the development of literacy skills, with content organised into the following strands:

Speaking & Listening
Writing & Representing
Handwriting & Using Digital Technologies
Reading & Viewing
Spelling
Grammar, Punctuation and Vocabulary
Thinking Imaginatively and Creatively
Expressing Themselves
Reflecting on Learning



Learning is divided into four stages: Early Stage 1 (Kindergarten), Stage 1 (Years 1 and 2), Stage 2 (Years 3 and 4) and Stage 3 (Years 5 and 6). Each student is expected to achieve learning outcomes commensurate with their stage of development or better.

The morning session at school is usually devoted to the development of literacy skills. This is when the skills are taught explicitly in small group and whole class activities and where students work independently to practice the skills they have been taught.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

The EALD program provides support to students K-6 who speak a language or dialect, other than English, as their first language. It assists these students to develop their English language skills. The priority for EALD support is in the areas of English and Literacy. The EALD teacher works with students individually, in small withdrawal groups or through team-teaching with the class teacher. EALD teacher support continues for extended periods until students are coping successfully and independently with their classroom learning. When students start school with no or little English, they receive intensive EALD support for six to twelve months.

EXCURSION, PERFORMANCE & CAMPING PROGRAM

Excursions, incursions (including visiting performances) and camps (overnight excursions) are a feature of the learning program at Stanmore. They enrich classroom learning and provide students with vivid, real life experiences that make learning more powerful and therefore more likely to be understood and remembered. These activities are planned carefully to ensure quality educational benefits and reasonable cost to parents. Typically, there is one excursion and one performance each term. Because students enjoy these experiences and learn a great deal from them, the school encourages all students to participate.

The one excursion or incursion each term is linked to a unit of work. Incursions involve external providers bringing an experience to the school, while excursions involve students and supervising teachers leaving the school to participate in an experience. Excursions include walking excursions in the local community or trips further afield using bus or train travel. Typical incursions focus on music, drama, science, mathematics, anti-bullying and leadership.

Camps are overnight excursions that have the same curriculum focus as other excursions, plus a social focus of cooperation, teamwork and building school cohesion. There are camps for all grades from Year 2 to Year 6 and they are planned to ensure a range of different experiences over five years. All are within one to two hours travel from school, except trips to Canberra and the goldfields for Years 5 and 6. Previous camp experiences have included:

Year 2 – ZoosnooZ, Taronga Zoo.

Year 3 – Sport & Recreation Camp at Berry

Year 4 – Sport & Recreation Camp at Milson Island.

Year 5 – ‘Gold Rush’ experience in Bathurst or Narrabeen Sports Centre

Year 6 – Canberra and government experience

The school plans these experiences on a cost recovery basis and notifies parents of these and their cost at the beginning of each term. Additionally, the school requires a signed permission note for students to participate. The principal approves all of these experiences.

The school books the activities and pays for transport, entry fees and accommodation costs, where applicable. The total cost is divided between the students attending and this cost is then passed on to families. Families experiencing financial difficulties should contact the school regarding financial assistance.

FACEBOOK

The Stanmore Public School Facebook page is used for periodic updates about events at school and general school information. The page is linked to our Twitter account so the same information is shared across social media platforms. Parents and caregivers should contact the school directly via email or phone for answers to any questions about upcoming events.

FINANCIAL ASSISTANCE

The school plans a number of activities each year, such as sport, excursions and camps to enrich learning. The cost of these activities is passed on to parents on a cost recovery basis. Stanmore Public School provides early advice on these activities so parents can put funds aside for these costs. Assistance with some school related expenses is available from Centrelink for many families (enquire directly to Centrelink) and the Department of Community Services for relevant families. The school has some Equity Funding that may be used in some circumstances and the principal will assist with enquiries on a confidential basis. Because school funds are limited, the school requests that families check eligibility through those other agencies before approaching the school for financial assistance.

GIFTED AND TALENTED PROGRAMS

Stanmore Public School provides programs to encourage students to explore and develop their particular talents. Teachers identify highly capable students and plan educational activities for them. Both English and Mathematics are designed to allow flexible progression to meet student needs. The core units provide scope for highly capable students to research broadly and extend their knowledge of their world, its society, environment and science. In addition, the school provides a range of other programs to cater for the development of higher order thinking skills and creative and sporting talents in students. These include:

- Chess;**
- Public Speaking, Debating and philosophy;**
- English and Mathematics Competitions;**
- Dance, Drama and Music Ensembles;**
- Sporting competitions at school district, regional and state level;**
- Leadership.**

HOME READING PROGRAM

A Home Reading Program operates in all classes across the school. This program is designed to develop a love of reading and provide regular reading practice on books that students can read. Every day younger students take home a book at their instructional reading level and the school expects them to spend 10 to 15 minutes reading aloud to a parent, grandparent or older sibling. Students have a card or diary for parents to sign and then return to school to show the reading task has been completed. At school, students read their book to a teacher or volunteer. Older and/or more capable readers, who are borrowing novels, do not change their book every day and may also prefer to read quietly to themselves.



This daily independent reading is a valuable part of developing and enhancing good literacy skills and is an integral part of the school's successful literacy program. The school appreciates parents' support in encouraging their children to read every day.

HOMEWORK

Homework provides students with an opportunity to consolidate their classroom learning experiences. It also helps parents to follow the experiences and progress of their child at school. Each teacher provides a program of homework, which includes Home Reading. The class teacher will provide information at Meet the Teacher Night about the homework that he or she expects from the students in the class. Generally the amount of homework is relatively light in the early years of school and increases in the senior years.

IMMUNISATION

Under the Public Health (Amendment) Act 1992, parents are required to present their child's Immunisation Certificate to the school when they enrol that child in Kindergarten. Children without certificates are permitted to enrol but MAY be excluded from attending school during an outbreak of a vaccine-preventable disease. When the outbreak of that disease is over, excluded children return to school.

KISS & GO ZONE

The Kiss & Go Zone is located on Holt St, near the Library. Drop off in the morning is 8.30 am - 8.55 am and pick up in the afternoon is 3.05 pm - 3.15 pm.

How Do Kiss & Go Zones work?

In the morning, drive in, drop off and drive off. In the afternoon, drive in, pick up and drive off. When children are not there ready for pick up, drivers go around the block so traffic keeps flowing through the zone. Whilst in the zone, drivers must remain with their vehicles. Maximum time a vehicle is permitted to stand in the zone is 2 minutes. The penalty for breaching these rules is significant and **attracts a fine exceeding \$147 and 2 demerit points.**

If parents and carers intend to use the Kiss & Go Zone, they must fill out a form from the front office or from the school website. Then the school provides a name plaque for parents and carers to attach to their car sun visor when approaching the zone in the afternoon.

KITCHEN GARDEN PROGRAM

The school provides the opportunity for all students to participate in the Kitchen Garden Program. Following a grant from the Stephanie Alexander Kitchen Garden Foundation the school created a kitchen garden and converted the old school library into a kitchen with five cooking bays. Students in Years 3-6 have a fortnightly lesson in the garden and the kitchen, with a garden specialist and a kitchen specialist respectively, so they have the experience of growing, harvesting, preparing and sharing nutritious food. The gardening program includes composting and worm farming, as well as chickens for eggs. A number of other curriculum areas are integrated into the program. Students in K-2 have exposure to both programs when opportunities arise. All students have the kitchen garden experience over time.

INTERPRETERS

The school organises interpreters to assist parents who require such a service for school related interviews. Parents should notify the school whenever they need this service as the interpreters must be booked well in advance. Interpreters are available to attend interviews at the school and there is a telephone interpreter service to assist in emergency situations. Both services are free of charge to parents.

LANGUAGES

All students at Stanmore Public School have the opportunity to learn a language other than English. For some students, it is their first language but for others it is a second or third language. The two languages offered are Greek and Mandarin. New students are able to choose the language they will learn, subject to space being available in the class.

LEARNING DIFFICULTIES PROGRAMS

Stanmore has a number of learning support programs to assist students with learning difficulties. These include:

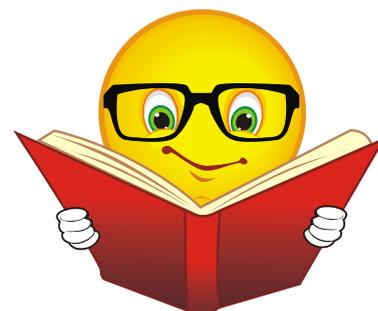
- Reading Recovery Program – individual literacy support for students in Year One;

- Literacy and numeracy support programs - small group withdrawal support in literacy and numeracy for students who are below target levels;
- Team teaching with the class teacher and a learning and support teacher (LaST) for aspects of literacy or numeracy;
- Guided and differentiated teaching by the class teacher in the classroom to support specific learning needs.

Students are targeted for these programs based on assessment and demonstrated need. Once included in a program, students may continue to receive support for several months or several years, depending on their progress. When students are targeted for withdrawal support, parents are notified.

LIBRARY

Stanmore has a well-resourced library, which supports teaching in all learning areas. The teacher librarian teaches research and library skills. This includes reading, discussion and use of the internet as part of researching core units of work. It also includes written and oral presentations of the knowledge and understandings that students have developed from their research.



LOST PROPERTY

To prevent the loss of valuable clothing and other belongings, the school requests that parents clearly label all clothing and belongings that children bring to school. The school tries to return all lost property directly to students whenever the student's name is clearly marked on those belongings. All lost belongings are sent to Lost Property, which is found on the verandah outside the OSHC building in clearly labelled boxes and racks. Lost property is held for one month and then unnamed, unclaimed uniforms are added to the Uniform Pool.

MEDICATION AT SCHOOL

Parents must advise the school of any medical condition that affects their child and requires prescribed medication during school time. Parents need to complete the School Prescribed Medication Form, which gives permission for the school to administer the prescribed medication, the school does not administer Panadol etc, the school dispenses prescribed medication only.

If a child suffers from Asthma or has an allergy, parents and carers must provide the school with an Action Plan or Health Care Plan completed by a doctor. Both these plans need to be updated annually. Parents need to deliver the medication to the school office with clear instructions regarding the dosage and time/times when the medication is to be taken.

Wherever possible, the school request that families organise with their doctor for medication to be taken at the standard time of 12.40 pm so it is easier for the school to manage.

MONEY COLLECTION

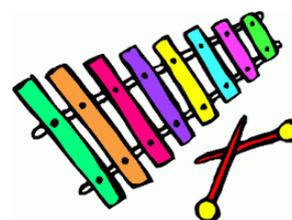
All money and permission notes sent to school are to be placed in a sealed envelope clearly marked with the child's name and class. The **purpose and amount of money enclosed** also needs to be written clearly on the front of the envelope. This greatly assists school staff to process money and saves valuable teaching and learning time. The school **prefers online payments** in preference to cash or other means of payment. This improves overall security for everyone.



Mostly, there is one money collection each term for the whole term's activities and the school asks parents to pay in one lump sum before the date of the first activity for the term. To help make this achievable, the school notifies parents of costs for the coming term and allows three weeks for payments to come in. For further information, see *Financial Assistance* in this booklet.

MUSIC ENSEMBLES

The school provides the opportunity for students to participate in many music ensembles, including band, strings, xylophone, percussion, recorder, ukulele, drums, guitar and choir. Most of these ensembles are open to interested students in Years 3-6, although recorder and strings are open to younger students. Some groups require an audition but most are open to all interested students. Rehearsals of the ensembles occur at lunchtime or before and after school. There are some costs associated with participation in all ensembles. For more information about times, costs and instrument hire, contact the music teacher or the school office.



NUDE FOOD

What does this mean? Our school is trying to reduce litter, both at school and going into landfill. This includes plastic wrap, which is not reusable or biodegradable and the packaging associated with small snack-sized items. These are convenient but they do increase waste. With a combined effort and some small changes, the school and its families can reduce the amount of rubbish being added to land fill and provide healthier snacks for the students.

How can this be achieved? The school encourage parents to purchase large packs, which are cheaper, and package up a little each day for school. Consider healthier options for snacks, such as fruit and vegetables, instead of foods high in salt and/or sugar.



The school encourages families to use packaging alternatives such as Tupperware containers and brown paper bags, which can be recycled. Both lids and bases of containers need to be clearly marked with the child's name and class to reduce lost property.

With everyone helping a little, it can all add up to a massive reduction in the amount this school contributes to land fill. In addition, it will reduce the cost of waste removal from the school and free up funds for much needed resources.

OUT OF SCHOOL HOURS CARE (OSHC)

Before school, after school and vacation care are provided within the grounds of Stanmore Public School. The program enables children to play with friends and take part in a variety of supervised activities in a safe, caring environment. It is operated by the Inner West Council and interested parents should contact the OSHC Centre directly - phone: 9550 9732. There is strong competition for places so parents are advised to enrol their children as early as possible. There are backup services for families who are unable to secure a place and are on a waiting list. TASK (The After School Club) provides after school care and more information is available on their website www.task-kids.com.au. Another option is Kids Capers, which is located at St Michael's Catholic School on the other side of the railway line. The staff from Kids Capers walk the children to and from school in the mornings and afternoons. Please contact Julianne on 0412 398 539 for more information. Additionally there is the Greek OOSH. They collect and drop children by bus. Please contact 02 9560 4040 for more information.

PARENT PARTICIPATION

Parents are welcome to participate in many school activities at Stanmore Public School, including special events and selected class activities. Parents are also welcome as helpers - to hear children read, to assist students on the computer, to show children a special skill, to talk about their job or special experiences and to help on excursions. Parents are encouraged to assist the school with fundraising and to participate on committees that plan the school's programs each year. The school appreciates the participation and support of parents because it benefits all students and helps build a spirit of community within the school.



PARENTS AND CITIZENS COMMITTEE (P&C)

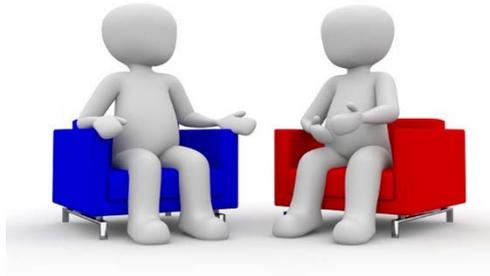
There is an active P&C at Stanmore Public School, which meets once each month and all parents are welcome to join. P&C meetings provide a forum for parents to discuss important issues in relation to their children's education and to help school planning. The P&C also plans social events to generate a sense of community for school families and fundraising activities to raise funds to benefit the students. Additionally, the P&C organises support and communication networks for parents and carers.

PARENTS AND THE SCHOOL

A positive relationship between parents and the school plays a significant role in ensuring the happiness and success of children at school. Children learn best when parents and teachers work together and communicate effectively. Stanmore promotes a positive relationship by providing a number of formal and informal opportunities for communication between home and school and for parent participation in their children's schooling.

If there are any concerns, it is important to seek clarification and understanding of the circumstances before judging. Clarification is best achieved through discussion at a meeting, arranged for a time suitable to both parties. Approaching problematic or contentious issues in this way is most likely to lead to a positive outcome and preserve the positive relationship between the family and the school.

Generally, learning and social matters are referred to the class teacher, while whole school or policy matters are referred to the principal. The principal will also assist with other matters when needed.



Things parents and carers can do to support a positive school experience for their children

- visit their classrooms
- communicate regularly with their teacher and share important information about their children
- ask the teacher about the class program
- be interested in what happens at school
- talk to children about what they know
- have realistic expectations for their learning and be patient about progress
- focus on children's successes and compare their progress against where they used to be rather than comparing their progress with that of other children
- ask the teacher to explain modern teaching methods
- find out what children learn at school and build on this in the home.
- ask the teacher what children learn from the different activities undertaken
- encourage children to solve problems
- encourage children to explain how they work things out
- encourage children to be risk-takers in their learning and "have a go"
- accept children's attempts positively and encourage further attempts when needed
- encourage them to consider alternative solutions
- expect to see children working in small groups
- understand different children will be doing different activities
- encourage children to focus on the good things that happen at school
- listen and respond positively to their questions and comments about school
- ask them questions, such as: "Tell me about what you were working on today." Instead of "What did you do?"
- assist children develop the skills to cooperate, discuss and negotiate with others
- help them develop strategies to join a group and play happily and fairly with others
- help them to look at things from another's point of view
- help them to think about another's feelings
- encourage children to engage in active games and activities
- become involved in the school
- get to know other children and parents
- come to school events
- volunteer in the classroom
- tell the teacher about any particular expertise /experience that may be useful to the class program. e.g. pottery, gardening, family history, occupation
- volunteer in the canteen, the garden, the kitchen, the library
- help with a fundraising activity
- come to P&C meetings
- respond to surveys about the school

PEER SUPPORT

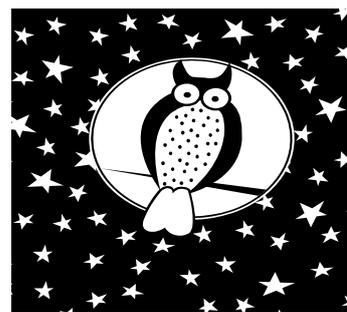
Stanmore Public School runs a highly successful Peer Support Program throughout Term 1 each year. This develops leadership skills in all Year 6 students and promotes caring and respectful relationships between students of all ages. At the beginning of each year, Year 6 students are trained as Peer Support Leaders. Following the training, there is a program that involves all students, consisting of a 40 minute session each week. Each small group has students from Kindergarten to Year 5 and the activities develop friendship and promote positive interaction. The Year 6 students develop responsibility, confidence and leadership.

PERFORMING ARTS LEVY

Some years ago, the school began employing trained specialist teachers to develop successful creative and performing arts programs. These programs included Drama and Music. The school provides most of the staffing for these programs from within the school's staffing allocation, however, a weekly parental contribution enables all classes to have a lesson every week in each of these areas. This contribution is included in the once-per-term collection of money for all excursions, performances and other school activities for the term.

PHILOSOPHY

Philosophy (the love of wisdom) teaches children to consider all points of view and to discuss them rationally, supporting their opinions with sound reasoning and examples. This develops higher order thinking skills and assists students to build an ethical framework to guide their behaviour in future years. Philosophy was introduced into senior classes in 2007 and is now taught to all classes K-6 every week. It is part of the speaking and listening strand of the English syllabus.



PLAYGROUND

The school playground is large and provides a range of options for the recreational activities of students. It is well supervised during all school breaks to ensure the safety of students. Two teachers are rostered to patrol and supervise two play areas at recess. Four teachers supervise four play areas during the lunch break. The supervising teachers assist students, when needed, and promote safe, respectful and fair play

During the breaks, the school expect students to play cooperatively and respect the rights of others to play safely without undue interference or disruption. Students who infringe on the rights of others may be withdrawn from play for a short 'time out' to discuss and reconsider their behaviour. The school asks parents / carers to assist in promoting safe and respectful play, to encourage peaceful problem solving, or to seek teacher assistance. The school also request that parents inform the school if they are aware of any serious or ongoing difficulties their children are experiencing in the playground.

Before school, the main quadrangle is supervised from 8.30 am and **all students are required to go to the quadrangle with their belongings on arrival at school.**

REPORTING

The school reports regularly to parents. There is a 'Meet the Teacher Night' at the beginning of the year to inform parents about the program for the year and written reports are sent home twice per year. There are opportunities for parent-teacher interviews at the end of Term 1 and after the reports go home in June and December. The school encourages parents to take advantage of these opportunities. Class teachers contact parents at other times if there is a concern about a child's learning or behaviour and parents may contact their child's teacher at any time throughout the year to find out about their child's progress at school or to discuss any concerns they may have.

SCHOOL COUNSELLOR

School Counsellors provide a valuable support service for students, parents and teachers. Support may include individual student assessment of learning needs, information about other services available, or counselling. In supporting students, school counsellors may also provide advice to parents and teachers as appropriate. The School Counsellor is at Stanmore each Wednesday and Thursday. Parents or teachers may refer students to the school counsellor and parents may speak with the school counsellor if they have concerns about their child. Parents and carers can make an appointment by contacting the school office.

SCHOOL DEVELOPMENT DAYS

School Development Days occur on the first day of Terms 1, 2 and 3 and the last two days of Term 4. These days enable the whole school staff to participate in a range of activities aimed at overall development of the school and the professional learning of teachers. Topics may

include training on new curricula, planning whole school approaches to teaching and learning or student wellbeing, addressing Department priorities, or long term planning for the school. On these days parents are requested to make alternative childcare arrangements for their children. Because these days are scheduled at either end of school terms, parents are able to continue normal vacation care arrangements. The Stanmore Out of School Hours Centre (OSHC) opens on these days and provides care for those families who require it.

SCHOOL PLAN OF TEACHING UNITS / LINES OF INQUIRY

Stanmore has an Integrated Learning Plan of connected outcomes, which ensures that all students develop key concepts and understandings about their world while they are still in primary school. The Integrated Learning Plan nominates certain areas of study as mandatory lines of inquiry for each year of primary schooling. All students will study these. In addition, students may also study other lines of inquiry chosen in relation to current issues or events.

SCHOOL STAFF

Public Schools in NSW are staffed with teachers and School Administrative and Support staff (SASS). Below is a list of *Who's Who* in the staff at Stanmore Public School.

PRINCIPAL: Ms Fran Larkin

The Principal has overall responsibility for the whole school. This includes the education and the welfare of all students, all educational programs, learning outcomes, the management of staff and staff welfare, financial management, the management of the school property and the development of partnerships between the school and the school community.

DEPUTY PRINCIPAL: Ms Nicole Morris

The Deputy Principal assists the Principal with managing the school. The Deputy Principal is class free.

ASSISTANT PRINCIPALS: Ms Claire Mitchell, Ms Kelly Higlett, Ms Kym Ferrario, Mr Nathan Stevens and Ms Jan Metzner

Assistant Principals are responsible for the day-to-day organisation of the school and for the welfare of all students and staff. They have a full teaching load and also supervise some of the school's programs and a group of teachers.

CLASSROOM TEACHERS

A full list of teachers appears in the first edition of the school newsletter each year. Teachers are highly important to their students. The classroom teacher is responsible for the children's learning and plays a caring and nurturing role for each of their students.

TEACHER LIBRARIAN: Mrs Janet Metzner

The teacher-librarian is a trained teacher who has additional training as a librarian. She teaches information skills and supports several class learning programs, including English, Science and Technology, geography and History. The teacher-librarian is also responsible for the management of the library collections - books, resources, computer programs.

EALD (English as an Additional Language or Dialect) TEACHER: Ms Annette Carruthers

EALD teachers provide specialist assistance to students who speak English as a second language. They teach the necessary English language and literacy skills for EALD students to be successful at school. They assist students in different ways, including one-to-one, in small groups or team teaching with the class teacher.

LEARNING & SUPPORT (LaST) TEACHERS: Mrs Kelly Higlett, Mrs Belinda Arnold & Mrs Mary Spink

These teachers provide additional teaching to students who may be experiencing difficulty with some aspects of their learning. They work in the classroom with classroom teachers or withdraw students in small groups. The additional teaching helps children achieve target levels for their academic year and makes them independent and confident in their learning.

SPECIALIST TEACHERS

At Stanmore Public School there are specialist teachers in **Greek**: Ms Jenny Vezos; **Mandarin**: Ms Ben Xin Ji; **Drama**: Ms Natalie Lopes and **Music**: Ms Bridget Poon.

SCHOOL COUNSELLOR: Ms Kathy Hooper

School counsellors are experienced teachers who have specialist training as school counsellors. They provide a valuable support service for students, parents and teachers. That support may include individual assessment of student learning needs, individual counselling and provision of information about other services available to support children and their families. In supporting students, school counsellors may also provide advice to teachers and parents, as appropriate. Parents or teachers may refer students to the school counsellor and parents may speak with the school counsellor regarding concerns about their children. The school counsellor is currently at the school on Wednesdays and Thursdays and parents can make an appointment by contacting the school office.

SCHOOL ADMINISTRATION MANAGER: Ms Connie Tropiano

School Administration Managers assist the principal with the efficient management of the school's financial and administrative functions. Their role also requires them to supervise other administration staff and their training.

SCHOOL ADMINISTRATION OFFICERS: Ms Cathy Zervas, Ms Amanda Briggs

The first person to greet parents and carers when they arrive at the school will probably be the school administration officers. School administration staff, assist with school administration and help maintain school routines. They also deal with financial administration. After training, the school administrator may also administer first aid or prescribed medications to students.

KITCHEN AND GARDEN SPECIALISTS: Ms Dimitra Alfred & Ms Fiona Doherty

Ms Dimitra and Ms Fiona are employed to assist the school to implement the Stephanie Alexander Kitchen Garden Program. They assist in the preparation and delivery of lessons and the upkeep and management of the kitchen and the garden.

SCHOOL LEARNING SUPPORT OFFICERS: Ms Dimi Stratos, Ms Yvonne Moustakas, Ms Sonia Adoncello, Ms Donna Koletsias and Ms Susan Chin

Under the supervision and direction of a teacher, a school learning support officer assists in classroom activities, school routines, and the care and management of students with atypical needs.

GENERAL ASSISTANT: Mr Robert Sinclair

All schools have a General Assistant who supports student learning through:

- minor maintenance of building, plant and equipment;
- construction of resources and teaching aids;

- storage and distribution of goods delivered to the school.

General Assistants also maintain school playing fields, gardens and lawns.

SCHOOL TERM AND VACATION DATES

Best Start Assessment: Individual appointments begin on Monday 29th until Wednesday 31st January 2018 for Kindergarten students.

Term 1 Dates Monday 29th January to Friday 13th April 2018
Tuesday 30th January 2018 (Students from Yr 1 to Yr 6 begin)
Thursday 1st February 2018 (Kindergarten Begin)

Autumn Vacation Monday 16th April to Friday 27th April 2018

Term 2 Dates Monday 30th April to Friday 6th July 2018

Winter Vacation Monday 9th July to Friday 20th July 2018

Term 3 Dates Monday 23rd July to Friday 28th September 2018

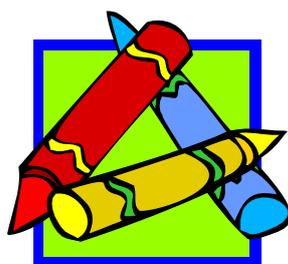
Spring Vacation Monday 1st October to Friday 12th October 2018

Term 4 Dates Monday 15th October to Friday 21st December 2018

Summer Vacation Thursday 20th December 2018 to Monday 28th January 2019

SCHOOL DEVELOPMENT DAYS

First day of Terms 1, 2 and 3 and the last two days of Term 4.



SCHOOL TIMES

Morning Lines	8.55 am
School Begins	9.00 am
Recess	11.00 - 11.20 am
Lunch	12.40 – 1.40 pm
School Ends	3. 00 pm

In the interest of safety, it is important for students to arrive at school after 8.30 am when playground supervision commences and to be picked up promptly when school ends.

Arriving between 8.30 and 8.50 each morning allows time for students to order lunches, go to the toilet and line up for morning lines. It also ensures they are on time for morning lessons. When students arrive, they are required to come to the main quadrangle - the netball and basketball courts – which is the supervised area before school. All other areas, including buildings, are out of bounds before school.

In the afternoon, arrangements must be in place for pick up, independent travel home or formal after school care. When school ends at 3.00 pm, teachers dismiss those children travelling home independently and send those attending Kiss & Go or after school care directly to the designated places. Children enrolled in an after school activity go directly to that activity. Teachers then wait with the remainder of the class for parents to collect them.

If emergency circumstances prevent parents picking up children on time, they should ring the school as soon as they realise they will be delayed so alternative arrangements can be made.

Parents are notified in writing of any changes to regular school times for excursions, camps or other special events. If excursion and sports buses run late unexpectedly, an announcement is made over the school's PA system and a notice sent via the school APP.

SCOOTERS AT SCHOOL (See Bikes)

With student safety in mind, the school has developed guidelines to support the safe riding of scooters to and from school and for the management of scooters whilst on the school site.

Senior Students (Years 5 & 6) are permitted to ride scooters to school and keep the scooters with them during the day, provided they keep them folded and they manage them responsibly and safely. Scooters that do not fold are a safety hazard on stairs and are not permitted.

Younger students (K-4) may ride scooters to school, as long as a parent accompanies them. Because younger students are less able to manage their scooters when moving around the school, the school requests that parents take these scooters home.

All scooter riders must dismount from scooters before entering the school grounds. Preferably, they will be folded and carried whilst on the site. Scooters of younger students or pre-schoolers that do not fold are to be wheeled whilst on site for safety reasons.

SCRIPTURE (Special Religious Instruction)

Stanmore offers scripture for students from Catholic, Protestant, Islamic, Jewish and Greek Orthodox faiths. Students who do not attend one of these scripture groups remain with a Stanmore teacher for the 40 minutes. Scripture is on Monday afternoons. When students enrol, their parents are given a scripture form to complete.

SICKNESS AND INJURIES

It is school policy to notify parents promptly if their children become sick or are injured during the day. To enable this to happen, the school requests parents / carers to provide phone numbers where they can be contacted during school hours and to advise the school of any changes to those numbers. In addition, the school requests parents / carers to provide the name and phone number of a close relative or friend who can come to school if parents are uncontactable in an emergency. The school also requests permission to seek medical attention if they cannot be contacted in an emergency.



SNIP

SNIP (Stanmore News in Print) is the schools weekly newsletter. It keeps parents up to date with all school news and upcoming dates and events. It also features the wonderful work of students. Parents may submit articles of community or school interest at any time and may provide news stories and photographs relating to the achievements of their children. To subscribe to the weekly newsletter, parents/carers should visit the school website and click onto the 'News & Events' icon, and add their details.

SPECIAL NEEDS

Stanmore Public School has a proud record of catering for the learning needs of students with special needs, including those with physical, intellectual and mental health disabilities. These students are integrated into mainstream classrooms and participate as fully as possible in all school programs. The staff has developed considerable knowledge about catering for the learning and social needs of students with different disabilities and, together with the students, provide a supportive and inclusive environment.

SPORT

Sport is a valuable part of Stanmore's curriculum because it contributes to the development of the whole person. It provides opportunities for students to develop their physical coordination and fitness, which builds all round confidence and a positive attitude towards active lifestyles. It also develops a variety of skills for participation in lifelong recreation.

All students are encouraged to participate in the wide variety of sporting experiences offered at Stanmore. From Kindergarten through to Year 2, students develop their sporting skills and fitness through a range of school based activities. In Years 3 - 6, students are able to participate in a broader range of sporting experiences, including tenpin bowling, tennis coaching, yoga, hip hop dance, swimming and an interschool competition run by the Primary School Sports Association (PSSA). Places in many of these activities are limited and preference is usually given to older students, as younger students will have their turn as they progress through the school. It is important that children wear appropriate clothing and shoes on those days when they are rostered for sport or physical education.

SPORTS HOUSES

At Stanmore the school have four houses with names chosen by the students.

FRASER named after Dawn Fraser = GREEN
THORPE named after Ian Thorpe = YELLOW
BRADMAN named after Don Bradman = BLUE
FREEMAN named after Cathy Freeman = RED



All children belong to a Sports House and compete in Athletics, Swimming and Cross Country Carnivals in their houses. House points are awarded for participation and success in these activities. Shields are awarded to winning houses in each of these carnivals.

STUDENT LEADERSHIP

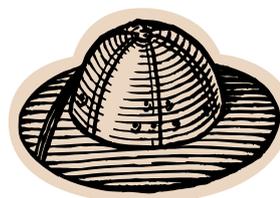
The Student Leadership Group provides a forum for students to have a say in the decision making of the school. This group consists of the school captains and prefects. Its role is growing as students gain experience and understandings about the ways in which they can help improve school life. All Year 5 students undergo leadership skills training to develop their skills and understandings before they enter Year 6.

STUDENT WELLBEING AND DISCIPLINE

It is Stanmore's aim to provide a happy and safe learning environment for our students. Consequently, the care and the wellbeing of students is of prime concern for all staff. There is a strong emphasis on mutual respect within the school community and programs aim to develop the self-esteem of students and promote self-discipline and responsibility.

SUN SAFETY

Stanmore has a Sun Safety program to ensure students are aware of and protected from the damaging effects of the sun. Students wear hats in the playground or play in shady areas or participate in indoor activities in the library. School hats have brims to provide maximum protection and school shirts have collars to protect the backs of necks.



TEAM SPORTS COMPETITION

Each public school belongs to a PSSA (Primary School Sports Association) district. Those districts organise sporting competitions between schools in many commonly played sports – cricket, softball, rugby league, soccer, Australian Rules football and netball. Most of these are modified for young children.

Each district decides how it will run its competition. They are all round robin style, where each school plays every other school in the competition. The Balmain District, to which Stanmore Public School belongs, runs a weekly Friday afternoon competition. Students from Years 3 - 6 participate and travel by bus to the sporting venues.

TECHNOLOGY

The use of computers and related technologies is an area of growing importance in primary schools. Stanmore has a bank of desktop computers in classrooms from Years 1 - 6 and the school library has a mini-lab. Wi-Fi is available to all classrooms and this supports the iPADS and laptops available for use throughout the school. Together, these things ensure digital technologies are readily available to support and display learning. Some older classes are involved in a Bring Your Own Device (BYOD) program that allows students to connect their own devices to the school's network to access information and participate in online learning. Each classroom is fitted with an interactive whiteboard and other technologies are explored as part of the Science and Technology curriculum.

TRANSPORT

The School Student Transport Scheme (SSTS) gives eligible students free or subsidised travel between home and school, on the approved train, bus or ferry services. A School Opal Card is provided to eligible students. There is no minimum distance for students in Years K-2 but, for students in Years 3-6, there is a minimum distance requirement of 1.6 km straight line distance or 2.3km walking distance between home and school. Parents are required to complete an application online at transportnsw.info/school-students.

UNIFORMS

The school uniform consists of a number of mix and match pieces in the school colours of navy and sky blue. Parents make a selection from the range, which includes:

- **a summer dress and a winter tunic for girls**
- **summer and winter culottes for girls**
- **unisex long and short sleeve polo tops**
- **shorts for girls and boys**
- **long pants for girls and boys**
- **a unisex tracksuit for 3-6, pieces sold separately**
- **wide brimmed hats**
- **black leather shoes or black leather sports shoes**
- **a polar fleece vest**
- **fleecy cotton pullover and a fleecy cotton zip jacket**
- **navy socks or tights.**

The school requires all students to wear full school uniform, including black shoes, at all times. It is essential on those occasions when students represent the school for sport, debating or other activities. It is also essential to wear uniform for special school occasions including school photos and presentation day. On excursions, school uniform is a safety requirement as it assists teachers to quickly identify and supervise Stanmore Public School students.

School uniforms can be purchased from Pickles Marrickville Outlet, Cnr Fitzroy & Saywell Streets, Marrickville from Monday to Thursday between 9.00 – 5.00 pm and on Saturdays between 9.00 am – 1.00 pm. At school, the school uniform shop is located at the top of the first flight of stairs directly opposite the lift entrance adjacent to the toilet block on Friday morning between 8.30 – 9.30 am. Alternatively, uniforms can be ordered online at www.youruniformshop.com.au. Parents and carers may also contact the manufacturer, Pickles Schoolwear, on 9905 2711.

UNIFORM POOL / PRE LOVED UNIFORM SHOP (PLUS)

Volunteers from the P&C operate a Uniform Pool, which offers pre-loved uniforms for purchase by families at minimal cost. Currently all items are just \$5 and the money raised supports the school's educational programs. This is a great service for families as children grow out of their uniforms very quickly. PLUS operates every Monday afternoon between 2.45pm – 3.15pm and on Wednesday and Friday mornings between 8.30 am – 9.00 am.

The success of the Uniform Pool relies very much on parents remembering to donate uniforms that no longer fit their children. There is always a big demand for the larger sizes. The school encourage parents whose children are leaving the school to consider donating their preloved uniforms to the Uniform Pool.

WET WEATHER

Students are required to have a raincoat or wet weather jacket in their school bags every day in case of the onset of wet weather. The nature of our school timetable means that students have to move between buildings for various lessons and they will become quite wet if it begins to rain.

If it is raining when children arrive at school in the morning, they should go directly to the COLA near the canteen and listen for instructions from the supervising teacher.



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Stanmore Public School

Cambridge Street

Stanmore 2048



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