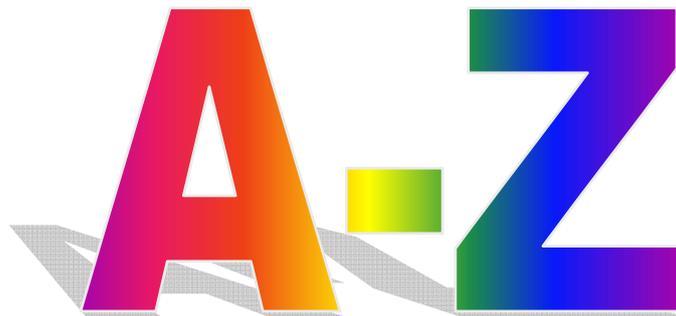


STANMORE PUBLIC SCHOOL

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 successful and happy.

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.

Please let us know if there is any other information that new parents may need and which is not
included so we can include it in our next edition.

If 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 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, musical, artistic, physical, and social - so each one leaves primary school as confident and competent learners.

Our Core Objectives

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

Our Values:

Care

Care for self and concern for others

Respect

Respect for individual dignity and worth

Integrity

Integrity through sound judgement and ethical conduct

Responsibility

Responsibility to make a positive contribution to the school and broader community

Endeavour

Endeavour to persevere and achieve one's best

INFORMATION FOR PARENTS A-Z

AFTER SCHOOL ACTIVITIES

There are a number of activities that take place at school after school has finished for the day. Those on offer vary from year to year, according to interest and availability of personnel, but in recent years have included drama classes, tennis coaching, digital photography, digital animation, chess coaching, music tutoring, French and Spanish language classes. Parents make arrangements for their children to participate directly with the personnel who provide the service. There is a cost involved and payment is also made directly to the personnel who provide the service.

ALLERGY

We currently have enrolled, a number of children 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, we ask that parents do not send peanut butter or Nutella to school. These products are so sticky, they can easily be left behind on hands and bubblers and other surfaces within the school.

ASSEMBLY

School assemblies are held in three groups in the school assembly hall - Junior Classes (K-2), Years 3 & 4 and Years 5 & 6. Days and times vary from year to year and parents will be advised of the arrangements at the beginning of each year. Classes are rostered to host assembly 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.

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 and Training 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. You 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 Student Leave Card.

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 in and as 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 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, an intermediate band for students who have graduated from the training band and a concert band for more advanced players. The bands are just two 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. The band program includes private lessons, sectional tutorials and full band rehearsals. The school provides instruments for students to hire if they do not own their own instrument.

Information about the band program is circulated at the beginning of each school year or you can ask at the school office.

BASIC SKILLS

The basic skills of Literacy and Numeracy receive 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 those different needs. Teaching in all the Key Learning Areas (KLAs) 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. Furthermore, the comprehensive data provided from the National Assessment Program for Literacy and Numeracy (NAPLAN) show the school continues to improve its own performance over time

BEHAVIOUR AT SCHOOL

At Stanmore, we expect 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 through making our expectations clear in school and class rules, through a weekly social skills program and through acknowledgement of appropriate behaviour choices. Together with parents, we help children to develop a moral framework to guide their behaviour and understand their responsibilities as a member of the school community.

Our school rules are:

- Respect Others and their Property
- Always Do Your Best
- Play and Work Safely

Most inappropriate behaviour is managed by class teachers or teachers on playground duty in a positive, instructional way. The teachers redirect students towards more socially acceptable behaviour and provide advice and encouragement to help students develop more appropriate behaviour patterns overall.

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

- **NO** - Tell other students when you don't like what they are doing.
- **GO** - Move away from the source of problem.
- **TELL** - Ask a teacher to help solve the problem peacefully.

If inappropriate behaviour persists, it is referred 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 and Training discipline code. The school monitors student behaviour once it is referred to the executive and keeps a record of all red and orange card referrals. At this stage the school notifies parents that the child's behaviour is causing concern.

BIKES

The school has a policy on riding bikes and scooters to school. 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 allowed 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 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. Bikes must be wheeled to the bike rack behind the school library and secured to the bike rack immediately. The school accepts no responsibility for bikes left on the school premises during the day.

Younger Students – K-Year 4

Younger students are allowed 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 both short and long term projects. The school has developed a master plan for the school site and the Building Fund will support many 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 the children and sells snacks at recess and lunchtime. The canteen is privately leased and operated. Parents are encouraged to provide feedback on the canteen and the food choices available for students.

Lunch orders should be ordered online before 9:00am of the school day. It greatly assists canteen staff if students bring their lunch order to school written on a paper bag with the correct money inside. Canteen price lists are available on the website.

CHESS

There is chess coaching after school each Tuesday. The school also enters teams in an inter-school competition on Friday afternoons. 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 in SNIP throughout the year.



COMMUNICATION

Good communication between home and school is beneficial to everyone. The school organises a "Meet the Teachers" evening at the beginning of each year so parents can meet with their child's new teacher and find out about the coming year. There are opportunities for formal parent-teacher interviews in June and other meetings are organised if needed.

The school encourages parents to build a relationship with the class teacher. A strong relationship provides a strong foundation for the two-way flow of information about your child and for working through any problems that may occur. Your child's class teacher is the best source of information about your child's progress at school and will alert you to any difficulties. It is equally important to ensure that the class teacher is made aware of any developments in your child's life that may affect his or her 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 child's schooling. We also encourage parents to raise concerns sooner rather than later as early intervention is usually best.

It is our policy to ask parents what they think before we make any significant changes to school policies or programs and we regularly ask parents to comment on the school's performance. We do this through surveys, which are usually conducted online. We also organise meetings for parents to discuss and/or find out about school programs or policies. We encourage parents to take these opportunities and tell us what they think. This makes the school more effective and more responsive to the needs of our community.

CONTRIBUTION FUND

The school requests that families make a voluntary donation to the School Contribution Fund each year. This fund has replaced many of the fundraising activities the school used to run. The fund 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 the Entertainment Centre. Each year, the school holds the performing arts “Showcase” at a local Theatre, where all of our students perform and “A Night of Music” when all our music groups perform.

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 Premier’s Debating Challenge. In the Premier’s Debating Challenge, the senior team were the Sydney Champions in 2005 and runners-up in 2006, 2009, 2010, 2011 and 2012. The school also runs an in-school debating competition, the Principal’s Debating Challenge, which is held each year.

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.

EDUCATIONAL PROGRAMS

The school provides a wide range of educational programs based on six Key Learning Areas:

- English
- Mathematics
- Science and Technology (SciTech)
- Human Society and Its Environment (HSIE)
- Creative and Practical Arts (CAPA)
- Personal Development, Health and Physical Education (PDHPE)

Teachers design teaching and learning activities in all these areas that engage and challenge students, while enabling each one 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 to happen, we request that you provide us with the phone numbers where you can be contacted during school hours and advise us immediately of any changes. We also request that you provide us with the name and phone number of a close relative or friend whom we could contact if we are unable to contact you in an emergency. Your emergency contact person should be someone who can come to the school if we are unable to contact either parent. Just in case of serious sickness or injury, we ask parents give us permission to seek medical attention in an emergency.

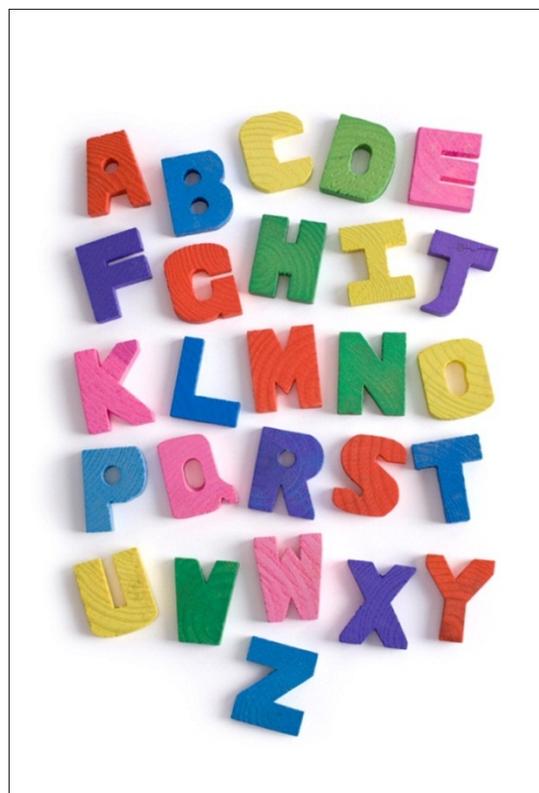
EDUCATION SUSTAINABILITY

Education Sustainability has emerged as an important curriculum area in response to local and global concerns for the future of the environment. It helps 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 to the school from the Down to Earth Foundation, which was presented to the school captains by David Suzuki. The grant enabled the school to employ an 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 such as energy, paper and water, 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 usage of resources. The school is also trying to reduce the waste going to landfill by encouraging Waste Free lunches and composting food scraps for our garden (see the Kitchen Garden Program in this booklet).

ENGLISH

English is generally regarded as the most Important of the six key learning areas for primary schools in New South Wales. Its primary focus is on the development of literacy skills, which includes the four strands of talking & listening, reading and writing, along with the sub-strands of spelling and grammar. 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.

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 PROGRAMS

The EAL program provides support to students from non-English speaking backgrounds across all grades in the school. It assists these students to develop their skills in the English language and learn about life in Australia. The priority for EAL support is in the areas of English and Literacy. The EAL teacher works with students individually, in small withdrawal groups or through team-teaching classroom support. EAL 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 EAL support for their first six to twelve months of schooling in Australia.

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. Typically, there is one excursion and one performance each term. Students enjoy excursions, performances and camps and learn a great deal from them. Ideally all students will participate in them.

Generally, there is one excursion or incursion each term linked to a unit of work. Incursions involve activities coming 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 with 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 building school cohesion, cooperation and teamwork. There are camps for all grades from Year 2 to Year 6 and they are planned to ensure a range of different experiences over six years. All are within one to two hours travel from school, except trips to Canberra and the goldfields for Years 5 and 6. They include:

- Year 2 - bushland camp at Arcadia
- Years 3 & 4 - Port Hacking and Royal National Park experience alternating with a farm experience at Picton;
- Years 5 & 6 – Canberra and government experience alternating with the Narrabeen Sport and Recreation Camp.

The school notifies parents of upcoming excursions at the beginning of each term and requires a signed permission note for attendance at each one. All school excursions require the approval of the Principal.

These activities are organised on a cost recovery basis. The school books the activities and pays for transport, entry fees and accommodation costs, where applicable. The total cost is divided between the students and this cost is then passed on to families. If families are experiencing financial difficulties they should contact the school regarding financial assistance.

FACEBOOK

The Stanmore PS Facebook page is used for periodic updates about events at school and general school information. The Facebook 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.

Facebook: **[facebook.com/StammorePS](https://www.facebook.com/StammorePS)**

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. Stanmore PS provides early advice on these activities so parents can put funds aside for these costs. In addition, some limited funds are available through the Student Assistance Scheme (SAS) to assist eligible families with 10 - 50% of these school related expenses. The principal will assist with enquiries on a confidential basis. Because funds are limited, priority is given to families where neither parent is in paid employment.

GIFTED AND TALENTED PROGRAMS

Stanmore provides special programs to encourage students to explore and develop their particular talents. Programs in English and Mathematics are designed to enrich very capable students and allow flexible progression to meet their 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. Teachers are given assistance to identify highly capable students and plan educational activities for them. 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 that they will spend 10 to 15 minutes reading aloud to a parent or older member of the family. Students have a card for parents to sign and return to school to show the reading task has been completed. Students then read their book at school to a teacher or volunteer. Older and/or more capable readers, who are borrowing novels, will 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 a little 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. Ask your child's teacher for further information about homework.

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

Kiss & Go Zone is located on Holt St, near the Library. Drop off in the morning is 8.30 - 8.55 and pick up in the afternoon is 3.00 - 3.10.

How 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. Drivers must remain with their vehicles. Maximum time allowed in the zone is 2 minutes.

If you wish to use the Kiss & Go Zone you will need to fill out a form at the front office or download one from the school website, a name plaque will be produced and returned to your child, attach it to your car visor whenever using the zone.

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 stunning kitchen with five cooking bays. Students have a weekly lesson in both the garden, with a garden specialist, and the kitchen, with a kitchen specialist, 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 kitchen garden program.

At present, the program focusses mainly on Years 4 and 5 but may be expanded to include other grades in the future. All students will have the kitchen garden experience over time.

INTERPRETERS

The school will organise 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 will attend interviews at the school and there is also a telephone interpreter service to assist in emergency situations. This service is 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. In most cases, new students are able to choose the language they will learn, subject to space being available in the class.

LEARNING DIFFICULTIES PROGRAMS

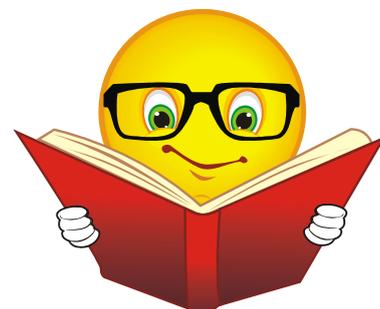
Stanmore has an extensive range of programs to assist students with learning difficulties. These include:

- Reading Recovery Program – individual literacy support for students in Year One
- Targeted literacy program – individual support for older students who are well below target levels and experiencing significant difficulty with literacy
- Learning Difficulties Program - small group support in literacy and numeracy for students who are below target levels
- Literacy Support Program – additional class time spent on literacy for students who are not yet secure at target levels

Students are targeted for the programs on the basis of 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 these programs, parents are notified.

LIBRARY

Stanmore has a well-resourced library, which supports teaching in all the key learning areas. The teacher librarian plans and teaches with the class teacher to develop students' research and library skills. This includes reading, discussion and use of the internet as part of researching core units of work, which focus on English, Science and History. 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. We return all lost property directly to students whenever the student's name is clearly marked on those belongings. When names are not written on belongings, they are sent to the Lost Property Box which can be found under the COLA or in the nearby entrance to B Block. Lost property is held for one month and then 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 in order for the office to administer the prescribed medication. If your child suffers from Asthma or has an allergy, you must provide the school with an Action Plan or Health Care Plan completed by a doctor. Health Care Plans and Action Plans will need to

be updated annually. Parents will need to deliver the medication to the school office with clear instructions on:

- the type and amount of medication to be taken
- the time or times when medication is to be taken

Wherever possible, we request that families organise with their doctor for medication to be given at school at 12.45 pm so that 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. Where possible the school requests cheques or credit card payments in preference to cash. 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.

MUSIC ENSEMBLES

The school provides the opportunity for students to participate in many music ensembles, including band, strings, xylophone, percussion, recorder, guitar and choir. There is also a rock band. 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 usually occur at lunchtime or before and after school. There are some costs associated with most of the activities. For more information about times, costs and instrument hire, contact the music teacher or the school office.

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 Marrickville 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 is a backup service for families who are unable to secure a place and are on a waiting list. Kids Capers is located at St Michael's Catholic School on the other side of the railway line. The staff from Kids Capers will walk the children to and from school in the mornings and afternoons. Please contact Julianne on 0412 398 539 for more information.

PARENT PARTICIPATION



Parents are welcome to participate in many school activities at Stanmore, 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 THE SCHOOL

A positive relationship between parents and the school plays a significant role in ensuring the 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.

PARENTS AND CITIZENS COMMITTEE (P&C)

There is an active P&C at Stanmore Public School, which meets twice each term and all parents are encouraged 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 and fundraising activities and organises support networks for parents.

PEER SUPPORT

Stanmore runs a highly successful Peer Support Program to develop leadership skills for all Year 6 students and to develop caring and respectful relationships between students of all ages. In Term 1 each year, Year 6 students are trained as Peer Support Leaders. Following training at the beginning of each year, there is a 10 week Peer Support Program that involves all students. This consists of a 40 minute Peer Support session on consecutive Fridays, except Gala Days, for the remainder of Term 1 and for part of Term 2. All students are placed in small groups ranging from Kindergarten to Year 5 and the leaders take their group for self-esteem, communication and social skill activities.

Peer Support develops friendships and promotes positive student interaction. The Year 6 students develop leadership skills, responsibility and confidence.

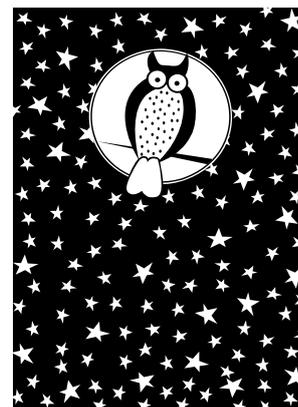
PERFORMING ARTS LEVY



The Performing Arts Levy is included as part of the Term Activities for each term. Some years ago, the school began employing trained specialist teachers to develop a successful creative and performing arts programs. These programs included Drama, Music and Visual Arts. 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 ideas and to discuss them rationally, supporting their opinions with reasons and examples. This develops higher order thinking and reasoning skills. This approach also assists students to build an ethical framework that will guide their behaviour in future years. Philosophy was introduced into senior classes in 2007 and is now taught to all classes K-6 very week. It is part of the talking and listening strand of the English syllabus.



PLAYGROUND

The school playground is large and provides a range of grassed and paved areas for the recreational activities of students. It is well supervised during all school breaks to ensure the safety of students. Four teachers are rostered to patrol the playing areas and supervise or provide assistance as required. Playing areas are clearly designated and school rules guide students' behaviour.

During breaks, students are expected 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 seeks the support of parents in promoting safe and respectful play and encouraging their children to solve problems that arise during play in peaceful ways or to seek teacher help. We also request that parents inform the school promptly if they become aware of any difficulties their child may be 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 on arrival at school. After school the quadrangle is supervised until all students have been picked up or until 3.15 pm.

REPORTING

The school reports regularly to parents. We have a Meet the Teacher Night at the beginning of the year to inform parents about the program for the year and we send home written reports twice per year. There are opportunities for parent-teacher interviews after the reports are sent home and we encourage 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. Parents do not have to wait for these occasions. You may contact your child's teacher at any time throughout the year to find out about your child's progress at school or to discuss any concerns you may have.

SCHOOL APP



Stanmore Public School has a school app for information about what's happening at school and for updated important information. You can also access the school calendar, newsletters and receive notifications of upcoming events.

If you have a smartphone, search for the app by the school name on both the Apple and Google App Stores. Once you have downloaded the free app, enter:

Username: community

Password: stanmoreps

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 Thursday and Friday. 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. You can make an appointment by contacting the school.

SCHOOL DEVELOPMENT DAYS

School Development Days occur on the first day of Terms 1, 2 and 3. These Days enable the whole school staff and interested parents to participate in a range of activities aimed at overall development of the school and the professional learning of teachers. Topics may include staff training on new curricula, teaching and learning issues, school and Department priorities, student welfare and 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 for the first day 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 RULES

- **Respect Others and their Property**
- **Always Do Your Best**
- **Play and Work Safely**

SCHOOL PLAN OF TEACHING UNITS

Stanmore has a School Plan of connected learning outcomes which ensures that all students develop key concepts and understandings about their world - its society, environment, science and technology, while they are still in primary school. The School Plan nominates certain areas of study as mandatory units for each year of primary schooling. All students will study these units. In addition, students will also study other units, which may be selected from a group of optional units or may be chosen in relation to current issues or events.

SCHOOL TIMES

Students Arrive	8.30 – 8.55 am
Morning Lines	8.55 am
School Begins	9.00 am
Recess	11.00 - 11.25 am
Lunch	12.45 – 1.40 pm
School Ends	3. 00 pm

In the interest of student safety, it is important that parents ensure their children are not left alone in an unsupervised playground before or after school. The best time for students to arrive at school is between 8.30 and 8.55 am. This provides students with plenty of time to order lunches and line up for morning lines but ensures they are not in the playground before teachers are available on site. When students arrive at school, they are required to come to the main quadrangle - the netball and basketball courts - and remain there until school time. There is direct teacher supervision of this area between 8.30 and 8.55 am and all other areas are out of bounds before school.

After classes are dismissed at 3.00 pm, the quadrangle is supervised until all students have been picked up by parents or until 3.15 pm. This means it is essential that children are picked up promptly or go straight home unless they attend the OSHC. The school asks all families to enrol their children at the OSHC at the beginning of the year so that in the event of unavoidable delays or an emergency, the school can take your child to the Centre for after school care. There is a small charge for this service but it does provide peace of mind for families and it does enable teachers to keep their after-school commitments. If urgent circumstances prevent parents from picking up children on time, they should ring the school so we are aware that alternative arrangements need to be made. At times there may be variations to after school arrangements for special excursions or sports training. Parents will be notified in writing of special events and time changes.

SCOOTERS AT SCHOOL (See Bikes)

Senior Students (Years 5 & 6) are allowed to ride scooters to school and keep them with them during the day provided they keep them folded up and can manage them responsibly and safely. The scooters of younger students (K-4) must be taken home by their parents during the day. Students must dismount from scooters before entering the school grounds and they must be folded up and carried whilst inside the grounds.

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

The school policy is to notify parents promptly if their children become sick or are injured during the day. To enable this to happen, we request that you provide us with phone numbers where you can be contacted during school hours and advise us immediately of any changes. We also request that you provide us with the name and phone number of a close relative or friend who can come to school if we are unable to contact you in an emergency. We also ask parents give us permission to seek medical attention in an emergency illness.



SNIP

SNIP (Stanmore News in Print) is our weekly newsletter. It keeps parents up to date with all school news and upcoming dates and events. It also features the wonderful work of our students. Parents may submit articles of community or school interest at any time and may provide news stories and photographs about school events. Parents may also submit questions about school programs or routines for a Question and Answer (Q&A) section. The question, together with the answer, will appear in the next edition of SNIP.

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 many disabilities and the Stanmore students provide a supportive and inclusive environment for all students.

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. 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 to 6, students are able to participate in a broader range of sporting experiences, including golf, ten pin bowling, tennis coaching, 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. 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 we have four houses.

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 and Swimming Carnivals in their houses. House points are awarded for success at these activities. Points are also awarded for outstanding effort in the playground, classroom and assembly. At the end of each year, shields are awarded to winning houses in swimming, athletics and overall performance.

STUDENT LEADERSHIP

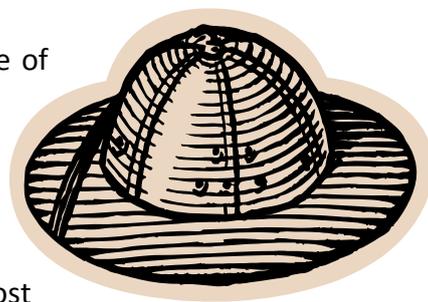
The Student Leadership Group provides a forum for students to have a say in the decision making of the school. This group consists of the school captains and prefects. Its role is growing as students gain experience and understandings about the ways in which they can help improve school life. All Year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

STUDENT WELFARE AND 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 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 or flaps to provide maximum protection and school shirts have collars to protect the backs of necks. Each classroom has sunscreen for students to apply before going out into the sun and low cost sunscreen is available for purchase from the canteen.



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 younger 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 PS belongs, runs a weekly Friday afternoon competition. Students from Years 3 to 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 at least three computers in all classrooms and the school library has a mini-lab so we can ensure that using information and communication technology (ICT) is an integral part of learning. We are connected to the Internet and our teachers are continuing their training so they are able to ensure effective development of all students' technology skills. The school also has a computer lab for IT lessons and each classroom is fitted with an interactive whiteboard. Other technologies are explored as part of the Science and Technology curriculum.

TRANSPORT

Under the School Student Transport Scheme, students are entitled to free public transport to school if they live more than 1.6 kilometres from the school. Application forms for free bus, ferry or rail travel are available from the office.

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
- an all weather jacket
- navy socks or tights.

The school requests that all students wear uniforms. They can be ordered through the school uniform shop which is located at the top of the first flight of stairs directly opposite the ground lift entrance. Opening times are Wednesday afternoons 2.00 – 3.30 pm and Friday mornings 8.30 – 10.00 am. Alternately uniforms can be ordered online at youruniformshop.com.au. You may also contact the manufacturer, Pickles Schoolwear, on 9905 2711.

It is particularly important that students who represent the school for sport, debating or other activities wear full uniform. It is also important to wear uniform for special school occasions including school photos and presentation day. On excursions, school uniform is essential as it assists teachers to quickly identify and supervise students.

UNIFORM POOL

Volunteers from the P&C operate a Uniform Pool, which offers pre-loved uniforms for purchase by families at minimal cost. The money raised supports the school's educational programs. This is a great service for families as children very quickly grow out of their uniforms. This operates every Wednesday morning from about 8.30 am.

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

WET WEATHER

Students are required to always 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.

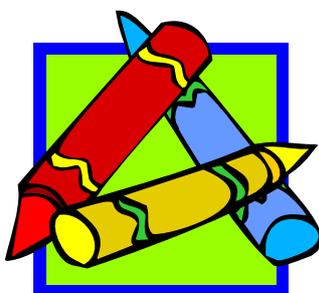
If it is raining when children arrive at school in the morning, they should go directly to the COLA near the canteen until their teacher comes to collect them.



Stanmore Public School

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