

CLEMTON PARK PUBLIC SCHOOL INFORMATION BOOKLET 2019



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PRINCIPAL'S MESSAGE

A warm welcome to you and your family. It gives me great pleasure to introduce you to our great school.



Staff 2018

Clemton Park Public School (CPPS) continues to deliver quality educational programs underpinned by dedicated and dynamic teachers who are supported by an active community.

The beginning of the 2019 academic school year will continue to provide the school community the quality educational facility it deserves.

CPPS educates students from the local community. In 2019, our student enrolment will be approximately 600, 80% of whom are from language backgrounds other than English. Our school continues to have a high reputation in the community for scholarship, sport, student behaviour and the commitment of the teaching and ancillary staff to the welfare and the development of the students. Specialist programs include support teacher learning assistance, English as an additional language or dialect, maths mentor, enrichment and community language programs in Italian and Greek.

Our school has an exceptional educational focus encompassing opportunities for all students across an extensive and rich curriculum, which is tailored to individual learning styles. We have been doing this for many years.

In 2019, we will continue to offer many diverse extra-curricular activities to give our students a well-rounded and comprehensive education. The varied enrichment programs give opportunities for all students to succeed and be part of the school community throughout their school life. Such programs include leadership (prefects, school captains, sports captains, Student Representative Council, library monitors, class captains and Environmental Specialist Team), enrichment, Creative Arts, drama, dance, debating, ballroom dancing, public speaking, choir and band.

Our school is extremely well resourced and in 2019, we will continue to provide students with access to the latest technologies with two modern computer laboratories, including one set up as a flexible learning space, interactive classrooms, two video conferencing facilities and skilled teachers.

Our students, staff and community enjoy a friendly and caring environment believing and proudly exemplifying our school values of Respect, Caring, Cooperation, Resilience, Commitment and Freedom. Our vision is "Pursuing Excellence". We must always remember this in all we do. Every individual community member endeavours to pursue excellence at all times.

The school benefits from working together as a strong collegial group with three other primary schools (Bexley North PS, Campsie PS, Earlwood PS) and our local high school (Kingsgrove North HS) providing our students with outstanding learning opportunities and a commitment to our local community. Being part of this Community of

Schools, "Connected Kids Along the Ridge", benefits our school as we deliver joint programs, sharing educational opportunities and participating in collective professional development activities.

The school's supportive environment equips each child to function and succeed in a changing and challenging world. Our teachers are committed to striving towards academic excellence for all students, preparing them for technological change and fostering school community commitment and morale. We cater for individual needs by providing extension or remediation as required; ensuring students take responsibility for their own learning and behaviour and build upon the school's traditional strengths in discipline, student wellbeing, pride and parent participation.

Your child will have a life-long love of learning instilled in them through the passion and enthusiasm for learning modelled by their teachers and their peer group. Students will have a vast range of co-curricular and extra-curricular opportunities.

Students will understand themselves and be able to empathise with others. They will develop resilience, the capacity to bounce back from life's setbacks and strive for continued excellence. Students will take with them the memory of being happy, accepted and valued. They will have made life-long friendships and they will find school challenging and fun. Students will have a keen sense of social justice, a moral conscience and be an articulate voice for the betterment of society.

At CPPS we educate the whole child of today to become the successful person of tomorrow. A graduate of CPPS leaves as a child of competence, conscience, commitment, compassion and confidence.

Paul Robinson

Principal (relieving) August 2018

2019 SCHOOL TERMS

Term 1

Tuesday 29 January 2019 (Staff)

Wednesday 30 January 2019 (Yrs 1-6)

Wednesday 30 January, Thursday 31 January, Friday 1 February, Monday 4 February BEST start assessment (Kindergarten) 1 hour each child

Tuesday 5 February 2019 All Kindergarten start (different time intervals)

Friday 12 April 2019 (Term 1 concludes)

Term 2

Monday 29 April 2019 (Staff)

Tuesday 30 April 2019 (Students)

Friday 6 July 2019 (Term 2 concludes)

Term 3

Monday 22 July 2019 (Staff)

Tuesday 23 July 2019 (Students)

Friday 27 September 2019 (Term 3 concludes)

Term 4

Monday 14 October 2019 (Staff and Students)

Wednesday 20 December 2019 (Term 4 concludes for Students)

Friday 22 December 2019 (Term 4 concludes for Staff)

School times

Monday – Wednesday – Thursday (Normal timetable)	8.30 am	Before school supervision
	9.00 am	Classes commence
	11.00 am	Recess
	11.30 am	Classes recommence
	1.10 pm	Lunch (eaten as a class together)
	1.20 pm	Outside for play
	2.00 pm	Afternoon lessons commence
	3.00 pm	End of school day
Tuesday (Scripture)	8.30 am	Before school supervision
	9.00 am	Classes commence
	11.00 am	Recess
	11.30 am	Classes recommence
	1.10 pm	Lunch (eaten as a class together)
	1.20 pm	Outside for play
	2.00 pm	Afternoon lessons commence
	2.00 - 2:30 pm	Scripture for K-2
	2:30 - 3:00 pm	Scripture for 3-6
	3.00 pm	End of school day
Friday (Sport)	8.30 am	Before school supervision
	9.00 am	Classes commence and School Sport K-2
	11.00 am	Recess
	11.30 am	K – 6 assembly (Odd weeks)
	12.00 pm	Classes recommence
	12:15 pm	PSSA departs
	1.10 pm	Lunch (eaten as a class together)
	1.20 pm	Outside for play
	2.00 pm	Classes commence K-2 and School Sport 3-6
	3.00 pm	End of school day

BRIEF HISTORY OF CLEMTON PARK PUBLIC SCHOOL

The first students were enrolled at CPPS in 1929, eighty-nine years ago!

In the early 1900s there wasn't even a suburb called Clemton Park. Children went to nearby schools such as Belmore South, Campsie, Earlwood and Moorefield. These schools were getting too crowded and the community decided to build a school in their area known as 'The School on the Hill'.

The area known as Clemton Park today was formerly referred to as Earlwood. In 1925, the William Street Progress and Tramway Extension League decided that the district known as Earlwood covered too large an area. It was proposed that a competition be held to create a new name for the area in the vicinity of William Street.

A Mr Len Loxly suggested that the area be called Clemton Park. It is claimed that a Mr Frederick Moore Clements owned 42 acres of property between William Street and Bexley Road in 1825 until 1911.

Mr Clements was a very successful business man and was responsible for "Clement's Tonic". The advertising jingle used to say "Clements Tonic for nerve and brain helps to make you well again". A bit different to the types of jingles we're used to!!

In 1925 a Mr Moncur put a request into the Department of Education to build a school on Bexley Road. His first attempt was declined but he tried again and he successfully got permission to build a school in the area. The school was completed in 1929 at the cost of 8677 pounds. The school known as 'The School on the Hill' was a two storey building with six classrooms, two staffrooms and a toilet block. It started off with 300 students with 50 in each classroom.



Students at CPPS

The first principal of the school was Mr Moran who was followed by Mr Buxton. Eighty- eight years later, our principal is Mrs Angelica Lapi.

By August 1930, the school population rose to 450. Today we have 620 students attending our wonderful school – but we don't have 50 in each classroom!! Over time, the school has had its share of changes and these continue today with new buildings completed in 2011.

CPPS is a very talented school and always has been, particularly in sports, as you can see from the many trophies collected over the years. The school also offers a large variety of teaching and learning programs so that students can excel academically, in Creative Arts and in sport.

The school motto was and still is today "Vita Lampada" which, when translated into English, means "Play the Game".

SCHOOL CHARACTERISTICS

CPPS is an established community school set in expansive grounds serving an increasingly diverse, urban population.

The school enjoys the support of an enthusiastic parent body, which is actively involved in the Parents and Citizens' Association (P&C). Our parents also actively support students in academic and sporting activities.

We offer a comprehensive curriculum with strong emphasis on the basic skills of reading, writing, spelling and mathematics. The students also have the opportunity to participate in the school's dance, music, computer, Italian and Greek languages, debating, craft, drama and sports programs. These programs are enhanced through the use of the sporting facilities, computer rooms and library.

ENROLMENTS

In 2019, it is predicted that we will only enrol four Kindergarten classes. Our numbers continue to grow so at this stage we do not believe we can accept "Out-of-Area" enrolments. This will be dependent on the "In- Area" numbers.

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Male	263	279	294	303	306	300	305	312	299	308	314
Female	249	267	283	284	303	295	290	306	288	283	292

STRATEGIC DIRECTION 1

Quality Learning

To ensure all stakeholders achieve maximum personal learning growth; empowered with resilience to learn successfully in preparation for the challenges of future learning and work environments.

STRATEGIC DIRECTION 2

Quality Teaching

To ensure staff is prepared to deliver explicit, data driven, high level educational practices to significantly improve student learning outcomes across all key learning areas through collaboration with all stakeholders.

STRATEGIC DIRECTION 3

Quality Leading

To ensure authentic educational leadership opportunities for all stakeholders and a shared sense of responsibility for engagement, learning, development and success.

MISSION STATEMENT: CLEMTON PARK PUBLIC SCHOOL

“Pursuing Excellence”
“Play the Game”

CPPS is committed to enrich and empower children to pursue excellence through recognisable stages of developmental learning, so that they function successfully and harmoniously within the school and wider context of society.

Our school has high expectations of learning and behaviour for your child and values effort and participation across a wide range of activities. We will share with you the responsibilities for your child's education.

We encourage you to participate in as many aspects of school life as possible. While parents are welcome at the school at any time, because of other commitments, teachers would appreciate if an appointment was made to ensure they are available. If you have a question or concern, please raise it with us as soon as possible on 9718 4483.

We have included some information about school routines to help ensure that your child's start at our school is as successful as possible. When changes occur, from time to time, you will be notified wherever possible.

KINDERGARTEN

Congratulations to all the Kindergarten students who will start at CPPS in 2019.

Ten Tips for Parents of Children Starting Kindergarten

1. Provide information about your child's immunisation status. Your child will be coming into contact with lots of other children and infections can spread very easily. Immunisation records need to be presented for Kindergarten enrolment. Under the Public Health (Amendment) Act 1992, children who have not been immunised may be sent home during an outbreak of a vaccine-preventable disease.

2. Learn the names of the important people at the school. This will help you communicate with your child about what they do each day at school. It is also important that you have a relationship with your child's teacher and principal to ensure you are up to date with your child's progress.
3. Give all information about your child to the school especially medical and special needs. You know your child best. Your child's Kindergarten teacher will have many students to get to know. Help the teacher understand your child better and faster by sharing information and insights. This will also ensure that your child gets any essential attention.
4. Provide emergency contact numbers. The school might need to contact you urgently. Provide alternative numbers and contacts in case the school is unable to contact you. Please keep these numbers up-to-date when your circumstances change.
5. Make the school aware of any special family circumstances. Any changes to your child's family situation can impact on their emotional and academic wellbeing. Inform your child's teacher and principal about any changed circumstances so that the child can be supported if necessary. Examples of special circumstances include the birth of a sibling, divorce or the death or ongoing illness of a loved one.
6. Establish routines with your child and stick to them. Prepare your child for a more structured day. Make a daily routine that includes mealtime, talking time and reading time.
7. Make sure your child is road/travel safe. Children should know to cross the road only at marked crossings. Please set a good example. Take particular care when you drop off and collect your child from school.
8. Become familiar with school activities - develop a relationship with the school. Parents/caregivers set an example. If you are positive and encouraging towards school, your child will be too. Both the students and teachers will appreciate your involvement and assistance in activities ranging from sports and excursions to music and drama presentations.
9. Educate your child about 'stranger danger'. Teach your child not to talk to strangers. They should not accept gifts or lifts from someone that they do not know.
10. Label equipment and clothing. Replacing lost clothing and equipment is expensive and inconvenient. You should clearly mark every item with your child's name.

TEACHING AT CPPS

Composite Classes

Every year the school forms composite classes. These classes, as with straight classes, allow optimal learning and teaching of students to expected stage outcomes. The following is some information that may assist you to understand what a composite class is.

At the beginning of a new school year, many parents might find their child in a composite class. Naturally, questions arise: for the older group - will my child be held back? For the younger group - will my child be able to keep up?

Composite classes have been the source of much controversy over the years, with parents often believing that their child is being disadvantaged in some way by being in one. The key to understanding composites is realising that growth is determined in stages and not magically by ages.

It would be ludicrous to presume that all toddlers, once they reach the age of two, are toilet trained and talk in sentences - some will, some won't but they all will in the end. Stages of all sorts continue throughout childhood and into the teenage years - puberty catches up to everyone at some point. Children have always been in multi- aged classes. The ages of Kindergarten students range from four years and six months to six years, an 18 month difference! Some children start school barely toilet trained where others are quite mature and are already reading at an advanced level. Same class but different stages.

It makes sense then to group children who are going through the similar stage so they can relate, help and experience together. Even within the same class, children will be at different levels. Teachers recognise this and usually differentiate their lessons, extending the work of those who learn more quickly and giving more attention to those who are slower. The class then becomes outcome based rather than competition based - this method of teaching also applies to straight classes.

The good thing about composite classes is that it draws attention to individual needs and development and facilitates individualised learning.

Managing composite classes requires experienced teachers. Teachers at CPPS are well-versed and experienced in conducting programs in composite classes.

Older students are not held back in composite classes. Separate programs are used, in most curriculum areas, for the different groups of students according to their level of development. There will be some joint activities, such as in art and drama.

Composite classes can provide significant benefits to both the younger and older students in the class. Older students can benefit from helping younger students in cooperative learning situations. The younger students have the opportunity of enhanced learning experiences when they are ready for it.

The Department of Education says that overseas research has shown children in composite classes do no better or worse academically than their peers in straight grade classes, but that, socially, their development is enhanced. They are more confident, can operate better as part of a group, are more assertive, become more independent learners and better problem-solvers. They also make friends outside of their standard age-groups.

Composite classes have always existed. Traditionally smaller schools have had to use composite classes to place all their students in classes - this is still relevant in many country schools. Composite classes, also known as multi-age, multilevel, fluid or vertical groups, are here to stay. Schools in NSW are very careful in allocating students to composite classes, particularly in ensuring the younger students are mature enough to cope. If you have a child in a composite class and are concerned, talk to the teacher and the principal. Ask why your child has been placed in a composite class and ask how you can help enhance your child's development within the class.



Job Share

We also have staff job sharing some programs and classes. These job share situations are going to occur for a variety of lengths of time.

Job sharing is an arrangement in which two or more people share one full-time job. Job sharing can be found in a range of employment categories, including hospital staff, solicitors, **teachers**, shop assistants, bank tellers, administrators and computer programmers.

Job sharing allows employers to respond to social and demographic changes in society and the labour force; it can lead to better use of human resources by ensuring that experienced and skilled staff are retained, and can help employees to better balance their work and personal responsibilities. Job sharing can be adapted to a variety of circumstances, because arrangements are individually designed to suit the needs of the organisation, the job sharers and the nature of the job.

Potential benefits for our CPPS students include:

- continuity of coverage — it may be possible for one teacher to cover for another in certain circumstances, such as sickness. So casual teachers are rarely needed
- students have energised teachers at all times
- improved staff morale which is then reflected when teachers are working with the students
- lower absenteeism
- sharing of the work load for teachers which means they are precise, focused and dedicated to all that they produce
- teachers communicate at all times and meet regularly which means all students are catered for and thought about at all times
- students learn to relate to a variety of teacher personalities, as they will have to in high school. When students have to move to different teachers in high school for different subjects they will have many teachers, this experience will help them get used to this.

At CPPS, our teachers have a shared responsibility. The two teachers share the responsibilities of one full-time job. Together the two individuals perform the full range of tasks within a single position. There is no division of duties. Instead, the two teachers are interchangeable, with either member of the team able to pick up where the other left off. This arrangement requires the highest level of communication and coordination and is implemented carefully so as not to disrupt our students. We have matched teachers very well, and we have put in place strategies so that teachers work, communicate and manage to the best of their abilities.

Team Teaching

Staff will also participate in team teaching. This methodology will occur with mainstream teachers, during connected classroom participation and with support staff teachers.

Strengths:

- There are two lots of expertise to learn from
- Teachers can help each other
- It is good when one teacher talks and the other writes on the board
- Two teachers are better than one
- There is competition between the two teaching groups in the room
- Whilst one teacher is teaching, the other can be helping students
- There is more variety of input and responses as there are more students
- The lessons are more fun
- Everyone can help
- The teachers work well with each other

At CPPS this will occur in most classes for parts of the day. It may occur during: creative arts sessions; buddy class activities; literacy groups; assemblies; EAL/D, library, STLA and enrichment programs.

STUDENT WELLBEING

Student wellbeing is prioritised to ensure that there is:

- consistent effective learning and teaching (K-6)
- a positive school climate with good discipline
- widespread community participation.

Our aim at all times is to understand the needs of individuals and to provide a supportive learning environment that enhances the academic and social development of all students, regardless of age, gender, cultural background or ability.

Our school's Student Welfare Policy is available for perusal on the website. It encompasses the following areas:

- The Discipline & Awards Policy
- The Anti-Bullying Policy
- The Leadership Policy
- The Aboriginal Education Policy
- The WH&S Policy
- The Anti-Racism Policy
- The Multicultural Education Policy

On our school website, you will also find numerous other policies designed by the school in consultation with the students and community to promote student wellbeing.

The Discipline Policy at CPPS ensures that all members of the school community understand how our Six Core Values are reflective on an ongoing commitment to improve the learning of each of our students in a safe, inclusive environment.

These Six Core Values have been formed from national and state priorities and reflect the whole school community's response to Values Education in our school context.

SCHOOL VALUES

After consultation with all members of the school community, the Six Core Values at CPPS have been refined to reflect both the school's needs and the core rules of all NSW government schools.

Explanations reflecting one of the Six Core Values are reinforced in classes each fortnight and are celebrated through the presentation of one values bookmark per week by every teacher. Values bookmarks are the equivalent of one blue card.

The Six Core Values are:

- **Respect**
- **Cooperation**
- **Commitment**
- **Caring**
- **Resilience**
- **Freedom**



Front Foyer of Administration Office

Strategies to Promote Positive Student Behaviour

At CPPS the fostering of positive behaviour is at the heart of all teaching and learning programs and practices. Strategies are constantly reviewed and refined to reflect ongoing improvements. Our Discipline Policy's strategies reflect the NSW Quality Teaching model and its dimensions of *Intellectual Quality, a Quality Learning Environment & Significance for all students*. All members of the school community consistently apply their knowledge about Restorative Practices and the work of William Glasser and Bill Rogers to actively promote high standards of behaviour among our students.

Strategies adopted by the school include:

- Weekly celebration of values that are embedded within the learning programs of all classes.
- A levelled award system of BLUE CARDS/VALUES BOOKMARKS, BLUE RIBBONS, BRONZE, SILVER, GOLD, PLATINUM, SAPPHIRE and SPECIAL CERTIFICATES of RECOGNITION, as well as SCHOOL AWARDS to recognise

the successes of individual students across all Learning Areas and to reward students' positive behaviour.

- Class and school learning programs that cater for the diverse learning needs of all students.
- Class award systems that consistently reflect our Six Core School Values.
- The implementation of a successful Leadership Policy that recognises the role of the Student Representative Council in developing leadership potential across all classes (K-6) and in developing programs to allow CPPS's student voice to be heard.
- The implementation of an effective Playground Policy with visual reminders of school values and designated areas.

Blue cards are given for a variety of behaviours including:

- displaying courtesy and respect
- general good behaviour
- outstanding or great improvement in school work
- children who are on task
- taking responsibility and displaying independence
- displaying honesty
- displaying fairness, sportsmanship, consideration and respect.

Values bookmarks are given for:

- upholding school values consistently.

All teachers have blue cards to hand out as rewards. Teachers write child's name, class, date and sign the card.

When students have five blue cards they give them to their class teacher (as per class routine). Blue award folders are handed in to the library on Tuesday mornings so that student award records can be updated and ribbons/certificates can be organised.

Students who have their name recorded are presented with a blue ribbon at stage assemblies. All certificates are presented to students at K-6 assemblies and Blue ribbons are levelled as follows:

- after receiving **5 blue ribbons** – a total of 25 blue cards – the student will receive a *Bronze Certificate of Excellence*
- after receiving **10 blue ribbons** – a total of 50 blue cards the student will receive a *Silver Certificate of Excellence*
- after receiving **15 blue ribbons** – a total of 75 blue cards – the student will receive a *Gold Certificate of Excellence*
- after receiving **20 blue ribbons** – a total of 100 blue cards – the student will receive a *Platinum Certificate of Excellence*
- after receiving **25 blue ribbons** – a total of 125 blue cards – the student will receive a *Sapphire Certificate of Excellence*. Upon receiving this award the student's photo will be displayed in the office. All Sapphire award winners will be presented with a medallion at their final presentation day or as they leave the school.
- after receiving **30 blue ribbons** – a total of 150 blue cards – the student will receive a *Beyond Sapphire Certificate of Excellence*.
- After achieving a Beyond Sapphire Certificate students will receive a Certificate of Recognition for each subsequent 5 blue ribbons. Students who achieve this level will also be invited to a special event at the end of the school year with the principal.

Strategies to Recognise and Reinforce Student Achievement

We believe in fostering a culture of continuous improvement by celebrating and sharing successes of individual students. We motivate students to achieve learning goals through ongoing positive effort, as reflected in our Six Core School Values. The following strategies are a vital part of school practices:

- weekly recognition of academic, social and sporting successes at assemblies
- one value of the week bookmark per teacher presented at stage assemblies - this counts as one blue card
- weekly communication of student successes via the school's newsletter
- class/Stage celebrations of success, as part of the award system
- consistent, specific verbal praise by teachers to individual students
- displays of trophies, Sapphire award winners' photos and Certificates of Recognition in the school foyer
- personal verbal and written communication of individual student success by teachers and the principal to parents, carers and the wider community
- classroom displays of exemplary student work

Strategies to Manage Inappropriate Student Behaviour

We ensure that we fairly manage inappropriate student behaviour and support students who are experiencing difficulty. In all cases the behaviour is separated from the child and students are expected to “make things right” to ensure the concept of a fresh start. The following strategies are implemented consistently:

1. A consistent set of in-class consequences, incorporating verbal warnings and in-class time out.
2. Support desks in classrooms of executive teachers for students with repeated inappropriate behaviour.
3. A lunch time reflection system with executive.
4. Consistent use of *Restorative Practice* Questions by all staffmembers.
 - o What happened?
 - o What were you thinking at the time?
 - o What have you thought about since?
 - o Who has been affected by what you have done? In what way?
 - o What do you think you need to do to make things right?
5. A series of letters to communicate inappropriate behaviours to parents/carers.
6. A protocol for meetings with parents for pre-suspension and suspension resolution meetings and other severe unsafe behaviour incidents.

Incidents of suspension and expulsion are always handled through the principal and Director, Educational Leadership, as per departmental requirements of *Suspension and Expulsion of Students – Procedures (2005)*.

Student Rights and Responsibilities

All students have rights, which teachers and other students must respect. When all rights are respected and responsibilities are carried out, CPPS will run smoothly.

RIGHTS	RESPONSIBILITIES
I have the right to a good education.	I have the responsibility to behave and cooperate so that others can learn.
I have the right to be treated with respect by teachers.	I have a responsibility to treat teachers with respect and to cooperate
I have the right not to be laughed at, teased or have my feelings hurt.	I have a responsibility not to tease, laugh at or hurt the feelings of others.
I have the right to play safely under teacher supervision.	I have the responsibility to play within designated areas of the playground.
I have the right not to have harmful objects thrown at or near me in a deliberate way.	I have the responsibility not to endanger anyone by throwing objects.
I have the right to expect that school will be a pleasant place to attend.	I have a responsibility to attend school punctually and regularly.
I have a right not to be spat upon.	I have a responsibility not to spit at anyone.
I have the right to remain safe by staying at school until I am dismissed. My parents have the right to expect me to stay at school so that they know I am safe.	I have a responsibility to be safe at school and allow other students to feel safe at school.
I have the right to respect my property.	I have the responsibility to respect the property of others. I should not steal or damage property belonging to others (including community property).

RIGHTS	RESPONSIBILITIES
I have the right to have a pleasant, well maintained school.	I have a responsibility to keep my school neat and tidy.
I have the right to be able to play safely at school during school hours.	I have the responsibility to make the school a safeplace for all, by not hitting or hurting anyone and not being at school after hours.
I have the right to be told the truth.	I have a responsibility to be honest.
I have the right to explain my actions/behaviour.	I have the responsibility to act with consideration and show respect for peers and teachers.
I have the right to expect that others will move around the school in an orderly manner.	I have a responsibility to move around the school in an orderly manner.
I have the right to expect that others will think that my school is a great place to be.	I have the responsibility to act sensibly in and out of school and to try to bring credit to my school.
I have the right not to be distracted by others.	I have the responsibility not to disrupt the classroom environment.
I have the right to be respected as an individual.	I have the responsibility to respect the rights of others.

Suspension from School



Suspension is a serious sanction within the school's range of options and it is only used when particular serious circumstances justify it.

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour.

The school will work in partnership with parents in assisting the student, through counselling and special behaviour programs, to rejoin the school community.

1. In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety and welfare of the student, staff and other students in the class or school.
2. The full range of school student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.
3. In some circumstances, the principal may determine that a student should be suspended immediately.
4. Students will be suspended if they:
 - o are in possession of a suspected illegal drug
 - o are violent or threaten serious physical violence
 - o are in possession of a prohibited weapon
 - o engage in criminal behaviour
 - o possess evidence of a suspected crime
5. Principals of government schools may also suspend if:
 - o students are persistently disobedient
 - o the student engages in criminal behaviour related to the school
6. Principals may impose either, a short suspension of up to and including four days or, a long suspension of up to and including 20 school days.

CLASSROOM MANAGEMENT CONSEQUENCES

<p style="text-align: center;">POSITIVE</p> 	<p style="text-align: center;">NEGATIVE</p> 
<ul style="list-style-type: none"> ○ Stage assembly awards ○ Values bookmark ○ Blue cards ○ Teachers have the option to include: <ul style="list-style-type: none"> - student of the week awards - table/class points - class chart leading up to blue cards - other awards, stickers, stamps etc ○ Scripture teachers and visiting teachers, including prac and associate teachers can issue merit certificates. 	<ul style="list-style-type: none"> ○ 1st warning - Verbal redirection ○ 2nd warning – Name onboard ○ 3rd warning – Timeout in classroom ○ May need follow up with Restorative Practice Questions at appropriate time at teacher's discretion. ○ Repeated inappropriate behaviour – “Letter of Communication” and refer to stage executive. Executive follow-up may include Restorative Questioning. ○ Reflection, note home, interview with principal and/or deputy principal (DP). ○ For classroom – “Letter of Reflection” offences call on DP to support classroom teacher for Restorative Practices Questioning. ○ If further infringements occur, Department of Education suspension and expulsion guidelines will be enforced in collaboration with the principal. ○ Casual teachers see stage supervisor before a red letter is issued for clarification of policy. ○ Scripture teachers and visiting teachers including prac and associate teachers are not to issue letters of communication or reflection. Seek advice from the class teacher, stage executive or scripture coordinator.

Risk Management

Teachers will be informed about specific students who are on *Personalised Learning Support Plans*.

Responsibilities of Students, Staff and Parents

The consistent implementation of the Discipline Policy is the combined responsibility of students, staff and parents/carers. The following expectations have been identified:






1. Our students are expected to uphold our Six Core Values in classrooms, on the playground, when representing the school on excursions or in sport and throughout all times of any schoolday.
2. Our staff are expected to always act as good role models for students and ensure that school rules are upheld consistently. The staff will be exemplary professionals who strive for continual school improvement by always acting responsibly according to the Department's Code of Conduct.
3. Our parents are expected to work in a positive partnership with students and staff in order to reinforce the school's rules and values at home.

Restorative Practices Questions

To be used during class/lunchtime reflection times

NAME:

CLASS:

	<p>What happened?</p>
	<p>What were you thinking?</p>
	<p>What are you thinking now?</p>
	<p>Who has been upset or sad by what you have done?</p>
	<p>What do you need to do to make things right?</p>

Cycle of Revision

In order to maintain our school culture of continual improvement, our Discipline Policy is reviewed on an annual basis.

1. A list of suggestions/issues is kept throughout the year to refine the policy.
2. The Student Welfare Team will ensure that the Discipline Policy is communicated to all members of the school community and is translated, or prepared as necessary in alternative formats for people with disabilities or from language backgrounds other than English.
3. A copy of the policy is on the school's website and is available on request from the schooloffice.

Specifics of Strategies to Manage Inappropriate Student Behaviour

Level 0

- Children who do not obey the school values are placed in "Time Out" as per the standardised classroom management system, after verbal warnings.
- If the offence has occurred on the playground, the student is asked to sit on a "yellow" time out seat and is supervised by the teacher on duty (**refer to the PlaygroundPolicy**).

Letters of Reflection are given for:

Level 1

Level 2

Level 3

- Racism (Issues of racism are discussed with the ARCO)
- Cyber bullying
- Insolence to staff or visitor
- Verbal abuse
- Displaying unacceptable behaviour
- Deliberately damaging property
- Bullying [teasing]
- Fighting or physical bullying
- Swearing
- Taking property without permission
- Dishonesty

Levels are as follows:

- **Level 0** No Letters of Reflection
- **Level 1 ONE Letter of Reflection** = 1st half lunch the following day – reflection room + letter and/or phone call to parents by DP (reported back to AP & CRT).
- **Level 2 THREE Letters of Reflection** = 30 minutes reflection on 3 consecutive days. Phone call to parents by Deputy Principal with a letter requesting an interview sent home. Exclusion from activities that are held outside of the classroom when three Letters of Reflection have been received within a five week period.
- **Level 3 More than THREE Letters of Reflection** = 30 minutes reflection on 5 consecutive days. Phone call to parents by DP and letter requesting interview sent home. Exclusion from activities that are held outside of the classroom when the letters have been received within a five week period.

On the first day back at the start of a new year, all students will revert back to Level 0 but records of the prior letters will be kept.

For leadership nominations relating to behaviour issues ***Refer to Leadership Policy.***

The Learning Support Team (LST) plans to meet the specific learning needs of students. The core group comprises the principal, DP, school counsellor, the support teacher learning assistance and other interested staff members. The LST assists teachers to employ effective teaching strategies within class programs to help students experiencing difficulties in learning to achieve syllabus outcomes. The team establishes and implements plans for monitoring, assessing and reporting student progress.

A comprehensive, democratic Student Leadership Policy was developed in 2008. This forms an essential part of student welfare at our school. For more information, please refer to CPPS website under Policies.

SCHOOL UNIFORM

The following guidelines have been developed in conjunction with CPPS's P&C, staff and students to support the Uniform Policy, which is endorsed by the P&C and the Student Representative Council.

Rationale

A school uniform consists of a limited range of clothing, including footwear and headwear.

It identifies students as belonging to a particular school. Schools usually expect students to wear the uniform during school hours, while travelling to and from school and when engaged in school activities out of school hours. When a school uniform is agreed upon by the school community students are likely to wear it with pride. This sense of pride will be enhanced if students are involved in designing it and have been consulted about its implementation.

The school principal is responsible for managing the process of reviewing and establishing agreements about school uniform requirements and for managing their implementation.

Benefits of Wearing a School Uniform

The wearing of a school uniform by students will assist school communities in:

- defining an identity for the school within its community

- developing students' sense of belonging to the school community, providing an opportunity to build school spirit and enhancing the health and safety of students when involved in school activities
- promoting a sense of inclusiveness, non-discrimination and equal opportunity, reinforcing the perception of the school as an ordered and safe environment, increasing the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school
- promoting positive community perceptions of public education, making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

Choosing a School Uniform

Careful selection of a school uniform can contribute to the health and safety of students when engaged in school activities. A school uniform should reflect school community standards and expectations. The whole school community has a role to play in encouraging the meeting of these standards. Decisions about school uniforms should be consistent with workplace health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, eg safe footwear, eye protection and hats will need to be enforced as appropriate.

Principles

At CPPS, the Uniform Policy has:

- catered for all students in the school community in a manner sensitive to gender and local cultural and social issues including cultural and religious diversity
- met requirements of workplace health and safety, anti-discrimination and equal opportunity legislation
- promoted the health and safety of students by identifying items necessary for particular activities eg items for sun protection.
- included items that are affordable, comfortable, made from easy care and easy wear fabrics, appropriate for activity and suitable for all body shapes
- considered economic, personal, social and cultural factors affecting students and their families
- provided girls and boys with equal access to the full range of school activities including strategies for promoting the wearing of the school uniform
- to be reviewed at least every five years and amended where necessary. School community groups may also seek a review when circumstances change significantly or issues arise.

Procedures and Standards

CPPS, supported and endorsed by the P&C, will:

- ensure that students wear the school uniform by positively reinforcing and encouraging responsible behaviour
- ensure that everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times
- not suspend or expel any student solely for non-compliance with uniform requirements. Student enrolment cannot be contingent upon adherence to the school Uniform Policy
- not disadvantage students where required uniform items are not available because of circumstances beyond their control
- respect conscientious objections by parents to the wearing of school uniform
- respond appropriately to students who do not wear the uniform. Responses should be clarified, agreed upon by the school community and documented. Responses must be fair and consistent. They must not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities must be provided
- provide parents or carers with the school's Uniform Policy and school uniform requirements.

Strategies to Assist Individual Students who Resist Wearing the School Uniform

These may include:

- speaking to the student (preferably in private) to encourage wearing of the school uniform
- providing a verbal warning to the student
- providing advice to the parents via a phone call or letter from the principal inviting parents to the school to discuss the situation with the principal or another staff member
- negotiating an appropriate course of action with the student and parent
- implementing School Discipline Policy.

CPPS Uniform Policy

Term 1 and Term 4 – **summer uniform**

Term 2 and Term 3 – **winter uniform**

Girls

Summer

Summer school dress or
Sky blue polo, short sleeve with CPPS logo with navy pleated skirt
Socks - white ankle socks
Black school shoes or black sport shoes (no other shoes to be worn)

Winter

Navy winter school tunic with long sleeve with CPPS logo, sky blue polo or sky blue skivvy, navy opaque tights or
Sky blue polo, long sleeve with CPPS logo
Navy long pants
Socks - as above
Black school shoes or black sport shoes (no other shoes to be worn)

Boys

Summer

Sky blue polo, short sleeve with CPPS logo
Navy blue school shorts
Socks - white ankle socks
Black school shoes or black sport shoes (no other shoes to be worn)

Winter

Sky blue polo, long sleeve with CPPS logo
Navy long pants
Socks - as above
Black school shoes or black sport shoes (no other shoes to be worn)

Unisex

Navy fleece long sleeve jumper with CPPS logo on front
Navy fleece long sleeve zip jacket with CPPS logo on front
Navy CPPS logo beanie and scarf (no team beanies and scarves to be worn)
Navy fleece track pants can be worn.

ALL STUDENTS TO WEAR A WIDE BRIMMED CPPS SCHOOL HAT (Monday to Thursday) OR CPPS SCHOOL CAP (Friday for sport) as voted at the P&C March 2011 meeting, and considering the responses of the hat survey and Cancer Council recommendations.

***UNDER NO CIRCUMSTANCES ARE OTHER HATS, SUCH AS TEAM HATS,
TO BE WORN***

Accessories

Earrings - only studs and small sleepers to be worn.
No long or large hoop earrings to be worn under any circumstances.

Necklaces - jewellery or other items that could, with reasonable foreseeability, cause an injury to themselves or other students are not to be worn.

No **nail polish** is to be worn.

Hair - Hair should be neat and clean at all times and extreme styles, colours and cuts are discouraged, except with regards to hair styles of religious or cultural significance. Anything worn in the hair must be school colours.

CPPS Sports Uniform Policy

Kindergarten - Year 2

CPPS logo house T-Shirt (red/green/blue or yellow depending on child's sport house)
Boys - Navy taslon sport shorts with CPPS logo embroidery
Girls - Navy taslon shorts

Winter - Fleecy jumper or zip jacket and track pants can be worn.
Sky blue skivvy may be worn under CPPS logo house T-shirt.

Year 3 - Year 6

Boys – Royal blue and navy CPPS jersey and shorts

Girls – Royal blue and navy CPPS jersey and shorts

NB Children representing school for PSSA sport must wear PSSA sport shorts (no zippers)

*If children have training for sport before school, they are to bring their training clothes and then change back into their full school uniform by 9am.

ALL CHILDREN TO WEAR PLAIN WHITE SPORT SOCKS ON SPORTS DAYS SNEAKERS OF CHOICE MAY BE WORN ON SPORTS DAYS ONLY

Athletics and Swimming Carnivals

Kindergarten – Year 6

All children are to wear coloured house T-shirts to these events. No other T-shirts are to be worn.

Boys - Navy taslon sport shorts with CPPS logo embroidery or royal blue and navy CPPS sport shorts

Girls - Navy taslon sport shorts with CPPS logo embroidery or royal blue and navy CPPS sport shorts

Exchange/Refund Policy for Uniform Shop

Any purchases made from the uniform shop can be refunded/exchanged as long as:

- The customer has a receipt of purchase with them
- Tags on clothing/items are still intact
- Item/clothing has not been washed or worn

Item/clothing can only be exchanged/refunded within two weeks of purchase.

Please make sure all items/clothing are tried on prior to being washed or tags taken off. Any refunds will be given via the same payment method used at time of purchase.

ASSESSMENT

Assessment of students' progress is a continuous process that may take a variety of forms. Some of the methods for evaluating students' learning are observation (anecdotal records), checklists, assessment tasks and teacher designed tests. CPPS reports to parents using the Federal Government requirements.

Term 1	<ul style="list-style-type: none">▪ Parent information meeting
Term 2	<ul style="list-style-type: none">▪ Semester 1 written report▪ Parent-teacher interviews
Term 3	<ul style="list-style-type: none">▪ Optional parent-teacher interview if required
Term 4	<ul style="list-style-type: none">▪ Semester 2 written report▪ Optional parent-teacher interview if required

You are formally invited to meet your child's teacher twice per year. The first opportunity is at the parent- teacher information evening held early in Term 1. At this evening, classroom procedures (such as homework and behaviour management), intended topics of study, excursions and other relevant matters are discussed. The next formal opportunity will be at the mid-year parent-teacher interview.

If at any other time during the year you are concerned about your child's progress, you are most welcome to contact the school to arrange a time that is mutually convenient to yourself and the teacher. Similarly, if we have any concerns about your child's progress we will contact you.

LIBRARY/LITERATURE INFORMATION AND RESEARCH CENTRE (LIARC)

The Library/LIARC contains over 15 000 resources, interactive whiteboard with digital presenter, a video conference centre (Connected Classroom) as well as a 32 pc computer lab. Students attend one hour weekly

lessons. During this time students conduct their usual borrowing as well as units of study/research as planned with their class teachers. A suitable bag must be used for carrying books to and from the LIARC. The class teacher will notify you which day is library day. The library is open for students every lunchtime (except Friday) facilitated by our Year 5 junior librarians. At this time, students may read, relax in a "quiet/play" area or use any of the 32 pcs available.

A Scholastic book fair is conducted in Terms 1 and 3. These fairs are usually conducted before and after school Monday to Thursday and offer a range of reading and associated material to purchase. Funds generated through these events are used to purchase resources in support of school programs.

PLAYGROUND

All students will feel safe on the playground at CPPS. The playground environment will promote positive informal social interactions for all students (K-6).

CPPS's Playground Policy provides a consistent framework to ensure that all members of the school community - students, staff, parents, visitors and volunteers – acknowledge the importance of positive informal social interaction among students at recess and lunch times. All community members also follow standardised procedures to uphold our School Values, promote positive student behaviour and ensure that the playground is a safe environment for students at all times.

The Playground Policy at CPPS:

- upholds the right of every student to play safely
- embraces Restorative Practices comprehensively to ensure students are listened to and that inappropriate behaviours are separated from the students themselves
- is reviewed annually to ensure ongoing community understanding of its content and in order to make necessary amendments for continual school improvement.

Strategies to Promote Positive Student Behaviour on the Playground

The following procedures are in place on the playground at CPPS to ensure it is a safe place with adequate teacher supervision at all times.

Duties

Canteen/COLA/Flagpole covers the area from the canteen, under the COLA and the flagpole area.

Primary Playground covers the bottom asphalt area, including shade shelter in the vicinity of Bexley Road car park and checking the out-of-bound areas around adjoining building and wash sheds.

Top Field covers part of the field and the top field toilets.

Grass/Gully covers top field and the basketball court area. Tennis court only in use for specific purposes with a teacher.

Passive Playground covers the quadrangle in front of Kindergarten rooms. During the first weeks of Term 1 Kindergarten students use this area at recess and lunch. This area is also used when the top field area is closed due to wet weather throughout the year.

Kindergarten Area: covers the area near the Kindergarten classrooms

Wet Weather – A decision about wet weather is made by the executive organising the playground roster in collaboration with the principal/deputy principal. The executive staff member then announces wet weather over the PA system. Students and teachers need to listen to updated announcements as they occur: fine weather – students return to the playground; light showers – students move to undercover areas; heavy showers – students move to classrooms, when their teachers have collected them.

Before 8.30am, children remain on verandahs or under covered walkways.

From 8.30am onwards, children must be collected and supervised by the class teacher in the room, if wet weather has been announced.

Recess and Lunch - each class is in their own room and duties are shared as per the roster.

Supervision at the canteen is a wet weather duty to ensure students arrive/depart from the canteen safely in pairs with the appropriate pass.

When **wet weather is called in the middle of recess/lunch**, the students in the infants playground move to the undercover areas near the Kindergarten classrooms; the students on top field move to the COLA area and students playing in the primary area move to the community language classrooms until an executive announcement for students to move to their classrooms.

Library Duty - All lunch except Friday

- **At 1.20pm:**

Meet students at steps after eating time to be let into the library. Students sign in to use computers and line up to collect games from behind the counter.

Borrow and return books for students as required. Ensure a quiet (relative to outside play) area.

Assist students with research/projects/homework etc. Actively patrol library - especially behind book stacks.

- **At 1.55pm:**

Students log off all computers, replace chairs etc at the end of lunch. They return the games, helping the duty teacher to check chess pieces etc and store away. The library is left in a tidy state at the end of the duty.

Teachers have a duty of care to students at all times. While on playground duty, teachers carry some Restorative Practices cards and blue cards.

Injured/Sick Students

Teachers on duty make a decision about the student's condition, based on the injury and age of the child. They send the student with ONE friend to the toilet block to wash the injury or to the Admin Office. If the student cannot be moved, a runner is sent to get a member of staff who is first-aid trained. It is the teacher's responsibility to organise an accident report if necessary. The teacher should take advice from the deputy principal/principal as to whether an accident report is necessary, if they are unsure.

Specific Areas

Before 8.30am, there is NO playground supervision and students need to sit down on the seats. At **recess** Kindergarten students remain in the infants playground for the first few weeks of Term 1. Kindergarten students may use the canteen independently from Week Six, Term 1. In the first few weeks, they will be supported by a Prefect. Canteen lunch orders are made before school if required. **All students are to remain seated while eating.**

At **Recess**, Years 1-6 remain in the primary playground and may use the canteen. Kindergarten begin the year in the Kindergarten Passive Area. In Week 6, Term 1 they join Years 1 and 2 eating under the COLA before joining the rest of the school for play. **All students should remain seated while eating.**

At **lunchtime**, after eating time at 1.20pm, all students (K-6) play on the asphalt areas and top field. In Term 1, Kindergarten students play in the kindergarten playground for the first few weeks.

Older siblings and buddies may spend a few minutes in the kindergarten playground helping specific Kindergarten students in **Term 1**. However, this privilege is monitored closely by the teachers on duty.

At Lunchtime (1.20pm onwards), the students may use the basketball court. When using the basketball court, students **need to stay in sight of the supervising teacher**. They should not go behind the sports shed which is an out-of-bounds area marked off with a red line. Teachers on duty will monitor the number of students on the basketball courts. Students can play basketball, netball, volleyball or cricket in this area. There is a roster indicating which grades and stages are scheduled to be using the court area.

Out-of-bounds areas are marked with red lines. Students are NOT to go in these areas at any time.

Students are to walk on asphalt surfaces at all times.

Games

Before school, handball is the only ball game permitted.

At **recess**, passive play and tennis balls for handball and similar games are the only equipment permitted in all playground areas. Big balls are allowed on top field.

At **lunchtime**, tennis balls for handball and similar games are permitted in all areas as per recess. In addition, other ball games are allowed on top field.

No electronic games or similar devices are allowed at any time in the playground.

Awards

Teachers will reward students for displaying appropriate behaviours on the playground as per the *Clemton Park Public School Awards and Discipline Policy*. Examples of appropriate behaviours are:

- playing in a safe manner
- including friends in games
- obeying School Values
- displaying honesty
- displaying fairness, sportsmanship, consideration and respect

Teachers will verbally and specifically praise students for displaying appropriate playground behaviours. Teachers may award merit certificates for the display of appropriate playground behaviours.

Teachers will award at least one of their allocations of blue cards per week to a student who they recognise as displaying appropriate behaviour on the playground.

Teachers may choose to award their values' bookmark to a student who they witness displaying a particular value on the playground.

Teachers will mention specific positive incidents of appropriate playground behaviour during stage assemblies.

Strategies to Manage Inappropriate Student Behaviour on the Playground

The previously mentioned detailed procedures and strategies, including adequate supervision of students at all times will reduce incidents of inappropriate playground behaviours.

However, if any of the following inappropriate behaviours are displayed on the playground, procedures will be adhered to, as per the *School Discipline Policy*. These behaviours are:

- not wearing a hat
- being disobedient
- fighting or physical bullying
- being out-of-bounds
- insolence to a staff member or visitor
- behaving in a dangerous or unsafe manner
- verbal abuse
- displaying unacceptable behaviour
- deliberately damaging property
- bullying
- teasing
- racism
- swearing
- taking property without permission
- dishonesty
- not playing by rules
- not including friends in games.

If a student is not wearing a hat, they will be asked to sit under the shade cloth or a covered area at recess and lunch times. They cannot play, "No hat - No play".

For incidents involving verbal bullying, disobedience, teasing, being out-of-bounds, minor acts of dishonesty, minor acts of not including friends in games and minor incidents of not playing by rules, the teacher on duty will follow the Restorative Practices questioning techniques to solve these issues.

For more serious incidents or repeated incidents of inappropriate behaviours, specific time-out areas, marked with yellow, will be used. Teachers on duty are responsible for monitoring the time-out areas and for talking through incidents again with students after an allocated amount of time, using Restorative Practice techniques.

Letters of Reflection for serious offences or Letters of Communication are up to the discretion of the teacher as stipulated in the *Clemton Park Public School Awards & Discipline Policy*.

Bullying of any kind is not tolerated at CPPS. Procedures to deal with bullying behaviours are set out in the *Clemton Park Public School Anti-Bullying Policy*.

Incidents of physical violence need to be reported to a member of the executive staff immediately. Letters of Reflection will be issued in consultation with this executive member.

The principal will suspend a student as per Department of Education guidelines for any incidents involving dangerous weapons or for any other incident that is listed in the Department's policy.



SCRIPTURE OR ETHICS CLASSES

A number of visiting clergy, scripture and Ethics teachers attend our school each Tuesday. Unless your child's religion is not catered for, or you specifically request that your child not attend scripture/Ethics classes, all children will be sent to a scripture class.

- Years K-2 2:00pm-2:30pm
- Years 3-6 2:30pm-3:00pm

Children not attending scripture classes will be supervised.

SPORT

CPPS runs three major carnivals a year; swimming, athletics and cross-country. Swimming and cross-country carnivals involve students from 8-years' old to opens. The school athletics carnival involves all students K-6. Clemton Park has an excellent reputation in the field of sport. Many children represent at zone and regional level.

Public Schools Sports Association (PSSA)

CPPS has a proud tradition of playing PSSA sport.

Students have the opportunity to trial for a number of competitive sports and these include:

- o **Summer:** boys' softball, boys' cricket, girls' softball and girls' oz tag.

A total of 110 students compete against other schools in the Wiley Park District during the summer months.

- o **Winter:** boys' soccer, girls' soccer, Rugby League and netball.

A total of 200 children compete against other schools in the Wiley Park District PSSA Competition during the winter months.

Knockout Competition

PSSA teams also participate in NSW PSSA knockout competitions during school time. Teams compete against school teams in the district. The school also offers Australian Rules through the Paul Kelly Cup.

The school enters numerous carnivals and gala days giving all students a chance to experience a variety of sports.

School Sport

- Children are offered a range of games to develop their skills (t-ball, softball, basketball, continuous cricket etc.).
- Additional sporting programs:** A 10 week AFL program is just one of many programs the school offers throughout the year. Students are also involved in dance, fundamental movement skills and gymnastics programs during the year from K-6.
- An end of year school sports presentation assembly is conducted to acknowledge all students' achievements in sport.

School Swimming Scheme Program

Students in Year 2 have the opportunity to participate in the State School Swimming Scheme. The scheme has operated in NSW Public Schools for over 50 years catering for non-swimmers, students who have a fear of water and students needing stroke correction. Students who are able to swim 50 metres or more are not eligible. The program provides free instruction with professional swimming teachers. Parents only need to pay for entry to the pool and travel to and from the pool. The swimming teachers are employed and paid for by the Department of Education. This worthwhile program extends over two weeks.

SPECIAL PROGRAMS

The following specialised programs have been established to enhance the learning opportunities for your child at CPPS.

Computer Program

Clemton Park has state of the art facilities in technology. We currently have two computer labs with 32 laptops in each, over 32 ipads and a class set of laptops borrowed through the library. In addition there are four to six new laptops in each classroom.

All classes have interactive whiteboards allowing teachers to utilise all the school's licensed software as well as any web application used for whole class activities. In practice, teachers can turn their boards into computers.

The school has its own Local Area Network (LAN) that includes wireless connectivity over the school grounds, as well as supplying learning software and internet connectivity (through the Department's secure portal) and is driven by individual student accounts.

Enrichment Program/SOLE

Teachers understand the importance of modifying content (what is taught), process (how content is delivered) and product (what is the student required to do in order to demonstrate understanding) and this is implemented to meet the learning needs of gifted students. Classroom lessons have an emphasis on thinking as an integral component of curriculum delivery for all students and students have the opportunity to engage in programs based on a variety of curriculum models such as Bloom's Taxonomy. Classrooms have available structures that enable self-selection and self-pacing, such as Gardner's Multiple Intelligences, learning centres and individual study plans. Some additional programs are run throughout the year to extend particular students in specific key learning areas eg SOLE and Maths Olympiad for Years 5 and 6.

School Band Program

Clemton Park's school band program commenced in 1999 and has grown in strength and ability each year. Today the school has three bands – the Starter Group, in which students usually stay for their first 12 months, the Intermediate and Concert Bands. Students audition to join the band in Year 3-6, trying each instrument to see

which is the best 'fit' for them. Students do not require any previous music experience as our band program focuses on the development of "the total musician" in a band setting.

Band tuition takes place before or after school with a specialist tutor as well as a weekly full band rehearsal, with the Starter Group focusing on individual tuition in their first semester; adding a band rehearsal in Semester 2. Our school band program includes trumpets, French horns, baritones, euphoniums, trombones, horns, saxophones, clarinets, bass clarinets, flutes, an oboe and percussion. Our bands proudly play at school assemblies, school and community functions, as well as the Community of Schools Band Workshop. Students who excel are also offered the opportunity to apply for the Combined Public Schools Music Festival, the Sydney Southeast Symphonic Winds and the State Wind Band.



Home Reading Program

All students K-4 are involved in a home reading program. Students can also become involved in the Premier's Reading Challenge.

The home reading program means that the children will take a book home from school to read on a regular basis. The program aims to encourage all students to improve their reading skills through reading more regularly at home.

Children have signed an agreement to look after books. If books are damaged or lost, children will be asked to pay a replacement cost.

Home reading is when:

- each child practices reading skills learnt at school
- each child selects a book according to their reading level from the home reading box in the classroom
- each child takes home a book to read and returns the book to school the next day
- family members listen to their child read the book

How to help your child:

- talk about the cover and title of the book; look through the book and talk about the pictures; discuss what the book may be about and try and guess some of the words that may be used; ask your child to read the book to you; read the book together; read every night
- if your child makes a mistake, give them a chance to work it out by

- reading the sentence over again; looking for a clue in the picture
- looking at the first letter or letters of the word and saying what sound the word begins with

Say to your child:

- look at the picture
- look at the first few letters and think about what the word could be
- try and sound the word out; try that sentence again
- read on
- see if it makes sense
- let's work it out together
- let's read it from the beginning again

Remember:

- making mistakes is OK - that's how we learn
- meaning is more important than getting every word right
- be supportive
- praise your child for their efforts
- praise your child in front of others
- make reading fun

ABORIGINAL EDUCATION

At CPPS we are proud of our Indigenous heritage and celebrate Aboriginal culture and history in a variety of ways by:

- recognising important annual events like the anniversary of National Reconciliation and National Aboriginal and Islander Day Observance Committee (NAIDOC) Week. All K-6 students are involved during NAIDOC Week through all KLAs, especially English and Visual Arts
- ensuring that appropriate Acknowledgements of Country protocols are met at the beginning of all formal gatherings
- celebrating Indigenous culture through the annual performances which have an Aboriginal theme including an Aboriginal perspective as an integral part of the planning, implementation and assessment of all units of work (K-6).
- The school actively plans and sets aside funds linked to learning outcomes in the school management plan to develop effective Personalised Learning Pathways for all the Indigenous students, in collaboration with parents and regional Aboriginal Community Liaison Officers.

MULTICULTURAL EDUCATION

Multicultural education outcomes are included within each KLA where appropriate. Anti-racism education strategies are taught as a related part of the program and cultural components are also addressed within the multicultural program and as part of Harmony Day celebrations.

In 2007, the school developed the Cultural Diversity and Community Relations Policy: Multicultural Education in Schools. Community harmony at CPPS is promoted through school policies and practices, which counter racism and intolerance and develop understanding of cultural, linguistic and religious differences.

CPPS provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens. CPPS promotes inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

Students who are learning English as an additional language are provided with appropriate support to develop their English language and literacy skills so that they participate fully in school activities and achieve equitable educational outcomes. CPPS provides specific teaching and learning programs to support the particular learning needs of students including those from culturally and linguistically diverse backgrounds. Our school promotes positive community relations through effective communication with parents and community members from diverse cultural and linguistic backgrounds and encourages their participation.

The school has an Anti-Racism Policy. CPPS's community rejects all forms of racism. We are committed to the ongoing elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment in our organisational structures and culture, curriculum and learning and working environments. No student,

employee, parent, caregiver or community member should experience racism within the CPPS community. Eradicating expressions of racism in learning and working environments and challenging the attitudes that allow them to emerge is the shared responsibility of all staff of CPPS. All staff of CPPS contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours in accordance with the CPPS Wellbeing Policy and Regulations. CPPS currently has two trained Anti-Racism Contact Officers who provide timely and professional responses to suggestions, complaints and allegations regarding racism.

PREMIER'S READING CHALLENGE PROGRAM

Each year all students Kindergarten to Year 6 are enrolled for the Premier's Reading Challenge. To complete the challenge students are required to read, or in K-2 experience, a set number of books over a twelve month period beginning in September each year and returning their record sheet to the library by mid-August the following year. Students completing the challenge receive a certificate signed by the Premier of NSW during Term 4.

BUS PASSES

Bus pass applications are available from the school. Students are eligible if they are a resident of NSW, or an overseas student eligible for free government education. Children in Years 3 - 6 are eligible only if the straight-line distance from their home address to school is more than 1.6 km from school or if the walking distance from home to school is 2.3 km or further. All Kindergarten to Year 2 students are eligible for a bus pass. <https://apps.transport.nsw.gov.au>

LEADERSHIP PROGRAMS

Student Representative Council (SRC)/Prefects/School Captains/Library Monitors/Sports Captains

The principles which we at CPPS advocate are that:

- All students have the potential to develop leadership skills.
- Students will be encouraged to apply leadership skills to initiatives that strengthen the school community and the communities in which they live.
- Leadership programs can build students' confidence that their views are important to staff and that they can have an influence on what happens in the school.
- Student leadership programs will be most effective when they:
 - o are planned and developed
 - o provide active support from teachers, parents and peers
 - o encourage a range of leadership styles inclusive of cultural differences
 - o engage all groups in the school
 - o provide fair access and participation for all students including equal participation for boys and girls
 - o encourage more experienced student leaders to support those who are less experienced
 - o draw on the expertise and resources of the wider community
 - o are perceived as relevant and valuable by the students and the school

LANGUAGE PROGRAMS

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

At CPPS students have a choice of two community languages – Greek or Italian. All students have the opportunity to experience and learn one of the two languages offered at our school from Kindergarten to Year 6. There is a two hour allocation for each grade per week. We currently have four teachers in our community languages program.

There is a high percentage of students from a Greek background among our student population (59% of the total school enrolment). Student enrolments also reflect an Italian background. Students from these backgrounds can improve and extend their knowledge in the target language. Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners.

PERFORMING ARTS

A Performing Arts program has been established in the school. The program offers activities in many different forms of the arts. The current programs offered are:

Choir – Students from Years 3-6 have the opportunity to participate in the school choir. This choir performs at school functions and the local Combined Public Schools Music Festival.

Dance – there are many dance groups at CPPS. Each dance group has the opportunity to perform at both school and district levels. The program is open to all students. The groups are: Italian, hip hop, modern dance, ballroom and Greek dancing. At CPPS a time has been set aside for children to develop skills in a choice of activities which are extra-curricular; an enhancement to the curriculum; provide groups with skills with which they can represent the school and which are taught by teachers with a particular interest and expertise.



PUBLIC SPEAKING and DEBATING

Public speaking at CPPS is highly valued. Students from Kindergarten to Year 6 have opportunities to participate in class and stage competitions to develop every individual's potential to talk in front of an audience about specific subjects and to express a point of view in a non-threatening but formal context. The Speaking and Listening outcomes of the NSW Syllabus for the Australian Curriculum, K-10 English are enhanced through student participation in both the Regional Multicultural Perspectives Public Speaking Competition and the Beverly Hills Network Competition.

Students in Stage 3 are involved in the Premier's Debating Challenge in which their skills are extensively expanded. They are committed and use their own non-class time for sessions to refine their abilities.

ENVIRONMENTAL SPECIALIST TEAM (EST)

Each year, two class representatives are elected as part of a group that makes decisions about the direction of the school environment, as well as monitoring the programs which are instigated by the EST, school community or P&C.

The most independently motivated student receives an award at the annual presentation day awards. The EST is responsible for paper recycling, co-mingled recycling, light, air-conditioning and water use monitoring, composting, mulching, weeding, planting and watering. In addition, new ideas are trialled in an effort to make the school continually more sustainable, as well as instilling in all the EST members a love of the environment and an awareness of their responsibility for the environment of their futures.

The EST is part of the CPPS Leadership Program and meets every second Wednesday at lunch to discuss environmental issues at CPPS and make appropriate decisions to be acted upon.

SUPPORT TEACHER LEARNING ASSISTANCE (STLA) PROGRAM

At CPPS we cater for all students on all levels of the learning continuum. The STLA Program supports teachers, parents and children through:

- withdrawal for assessment
- withdrawal of students for short term intensive instruction and monitoring of progress
- consultancy and training and development with other teachers
- team teaching in the classroom
- liaising with parents

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) PROGRAM

CPPS supports a diversity of 28 nationalities within its school population. We provide three EAL/D teachers over 10 days. Funding is based on the number of students who are beginning, emerging, developing and consolidating their English skills.

EAL/D Program K–6, Including the New Arrivals Program:

- is based on the stage/class program
- is cooperatively planned with stage/class teachers
- is reviewed by the EAL/D supervisor
- is age appropriate
- is at the correct cognitive, academic level
- is tied to the literacy demands of the class program
- includes modelled, guided and independent activities
- includes assessment activities

Strategies to Enhance English Language Acquisition of Students from Language Backgrounds Other than English:

At Home:

- Speak the language that you prefer to use at home. This will provide children with the opportunity to develop proficiency in both languages.
- When children learn concepts in their first language, it is easier for them to transfer that knowledge in their other languages.
- Involve your children in activities that will give them experiences to talk about and write about at school.
- If homework is too difficult for children to complete, inform the class teacher and/or the EAL/D teacher and more structure can be provided in order for homework to be completed. Follow the “How to help your child” suggestions in the READING section of the SPECIAL PROGRAMS section of this booklet.

At School:

Encourage your children to ask questions about tasks they are unsure of, things they don't understand about their school day or information and permission notes they receive.

TRANSITION PROGRAM

Transition programs occur from Preschool to Kindergarten, Year 2 to Year 3 and Year 6 to Year 7. The programs are developed to ease the transition from one school setting to the other. It is to assist with students developing the appropriate skills, attitudes and understanding for integration into their new educational context.

The Preschool to Kindergarten program includes:

- three transition sessions (two additional sessions are provided for targeted students with additional needs)
- development of personalised learning and support programs
- development of health medical programs
- individual sessions with parents and the principal
- discussions and visits with preschools and CPPS
- connecting with external providers, when necessary

The Year 2 to Year 3 transition program includes:

- participation in similar maths groups format in Semester 2
- continued discussions with Year 2 students about the similarities and differences of the primary and infants

experiences e.g. PSSA sport

- at the parent information evening parents of Year 2 are clearly advised about expectations and programs offered in Year 3

The Year 6 to Year 7 transition program includes:

- high school enrolment assistance
- visits from the local high schools
- CPPS students visiting local high schools e.g. open days and lesson inclusion

Targeted students, who are identified, participate in a special induction program into Year 7:

- communication with the local high schools - informing them about the students' abilities

ABSENCES FROM SCHOOL/LEAVING SCHOOL EARLY

A note explaining your child's absence is required. Also, please notify the school (in writing) if your child is going to be away for more than two or three days.

Should you wish to take your child from school before the dismissal time, you will need to call at the office and complete a form requesting that your child be released. This can only be approved by the principal or the DP.

Students arriving late need to come to the front office to receive their late pass before going to the classroom.

Should you wish someone other than yourself to collect your child, it is essential that you notify the school in writing.

ACCIDENTS AND ILLNESSES

Minor accidents and illnesses inevitably happen at school. In the event of an accident or sickness the following routine will apply:

- At recess and lunch teachers on duty are equipped with a first-aid bag for any minor injuries.
- Any injury requiring first aid is administered at the sick bay and then the child is returned to class.
- Every child will receive an orange card indicating they have visited the sick bay.
- If an injury is more serious, parents will be notified that further treatment is required and they will be requested to take their child home.
- In cases of very serious injuries, an ambulance will be called and parents will be immediately notified.
- In cases of sickness, children will be permitted to rest in the sick bay. If this is not effective or if the sickness appears to be getting worse, parents will be contacted and the child allowed to go home with them. Please be prompt to collect your child if contacted by the office.

REMEMBER, THE RULE IS:

**WELL ENOUGH TO BE AT SCHOOL OR SICK
ENOUGH TO BE AT HOME**

It is **absolutely essential** that we be able to contact you. Please ensure at all times we have up-to-date home and work numbers and the numbers of one or two friends or relatives who can be contacted if we are unable to contact you.

HEALTH

Good health is vital to school progress. Immunisation is a wonderful safeguard to health and we suggest that you contact your doctor concerning protection against measles, diphtheria, whooping cough, poliomyelitis and tetanus.

Common Diseases

It is probable that at some time during your child's school career they will contract one or more of the common diseases of childhood listed on the following page:

DISEASE	USUAL TIME BETWEEN INFECTION & ILLNESS	ABSENCE FROM SCHOOL
Impetigo (school sores)	1 – 3 days	The family doctor should be consulted. If the sores are properly covered by a clean dressing, children are allowed to attend school. If they are not covered and are on exposed parts of the body such as scalp, hands or legs, the child should be kept at home until the sores have healed.
Chicken Pox	2 – 3 weeks	5 days after the rash first appears and until the blisters have all scabbed over.
Conjunctivitis	1 – 3 days	Yes, while there is discharge from the eye.
Gastroenteritis	Depends on the cause: several hours to several days	Yes, at least for 24 hours after diarrhoea stops.
Glandular Fever	2 – 3 weeks	No, unless sick
Hepatitis A	2 – 6 weeks	2 weeks after first symptoms or 1 week after onset of jaundice.
German Measles (Rubella)	2 – 3 weeks	At least 4 days after the rash appears.
Measles	10 – 12 days until first symptoms and 14 days until the rash develops	At least 4 days after the rash appears.
Mumps	14 – 25 days	9 days after onset of swelling.
Whooping cough (pertussis)	7 to 20 days	Until the first 5 days of a special antibiotic have been taken.
Slapped cheek	1 – 2 weeks	No, most infectious before the rash appears.
Hand, foot and mouth disease	3 to 7 days	Until the blisters have dried.
Ringworm	Varies (may be several days)	Until the day after fungal treatment has begun.
Head Lice	Usually 5 – 7 days	No, as long as head lice management is ongoing.

Individual Health Plans

The school continues to develop individual health plans for students with additional needs. Do not hesitate to contact the Principal for an appointment. All staff are aware of these plans. These additional needs may include students who are diabetic or who have anaphylaxis, coeliac disease, eczema or allergic reactions. If you have a child who requires a special individual health plan make an appointment as soon as possible.

Every year we enrol students with additional needs. You will see children who are supported by school learning support officers in the classroom, for a variety of physical and learning needs.

I need to bring to your attention a physical condition that is *potentially life-threatening*. We have students in our school that suffer from a condition called **ANAPHYLAXIS**. These students in our school community need the support of the school, the students and parents. **ANAPHYLAXIS** means these students have a life-threatening allergy to certain foods. Most of these students at CPPS are allergic to nut products. This condition not only involves eating nuts, or food with nut traces, but also handling such food, touching or being touched by others who have eaten nut products and touching items that have been held by others who have eaten nut products. If this does happen the student may experience an anaphylactic reaction. All staff members have been trained in administering emergency first aid for these students but we ask that parents support these students in the

following ways to help alleviate the possibility of an allergic reaction:

HOW YOU CAN HELP:

- avoid sending packets of nuts to school as snacks for your child
- avoid sending products with nut traces or crushed nuts e.g. peanut butter, Nutella, nut muesli bars, to school
- follow good hygiene by encouraging children to wash their hands after eating

The safety and wellbeing of our students requires cooperation from all areas of the school community, teachers, students and parents. On behalf of the students' families could I urge you to adopt and follow the above guidelines to ensure a healthy learning environment in 2019.

The form is titled "Action plan for Anaphylaxis" and is designed for a child's use. It includes fields for the child's name, date of birth, and a photo. There are sections for listing known severe allergies and contact information for parents/carers and the school. A central section titled "watch for signs of Anaphylaxis" lists symptoms for mild to moderate and severe reactions, along with specific actions to take. At the bottom, there are instructions on how to give EpiPen or EpiPen Jr, accompanied by four numbered diagrams showing the correct technique. The form is branded with the ASCIA logo and website address.

Action plan for Anaphylaxis

Name: _____
Date of birth: _____

Photo

Known severe allergies: _____
Parent/carer name(s) _____
Work Ph: _____
Home Ph: _____
Mobile Ph: _____

Plan prepared by: _____
Dr. _____
Signed _____
Date _____

How to give EpiPen® or EpiPen® Jr

1. Form fist around EpiPen® and pull off grey cap.
2. Place black end against outer mid-thigh.
3. Push down **HARD** until a click is heard or felt and hold in place for 10 seconds.
4. Remove EpiPen® and be careful not to touch the needle. Massage the injection site for 10 seconds.

MILD TO MODERATE ALLERGIC REACTION

- swelling of lips, face, eyes
- hives or welts
- abdominal pain, vomiting

ACTION

- stay with child and call for help
- give medications (if prescribed)
- locate EpiPen® or EpiPen® Jr
- contact parent/carer

watch for signs of Anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- difficulty/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- loss of consciousness and/or collapse
- pale and floppy (young children)

ACTION

- 1 Give EpiPen® or EpiPen® Jr
- 2 Call ambulance. Telephone 000
- 3 Contact parent/carer

If in doubt, give EpiPen® or EpiPen® Jr

Additional Instructions _____

© ASCIA 2003. This plan was developed by
ascia www.allergy.org.au

<https://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>

Asthma

A number of students across our school suffer from asthma. It is a parent's responsibility to inform the school if their child suffers from asthma so that we can work together to provide effective support to meet each individual's needs. As asthma sufferers require ready access to their reliever medication in case of an attack, the school must be informed, and written request from parents/carers received, when a student carries their own asthma reliever medication while at school and on excursions. The school will provide a written response letter to parents/carers confirming the arrangement and the information will be included on the student's health care plan. The principal will consult with parents and staff to determine the best arrangement if a child is too young to administer their own asthma medication and requires assistance to do so.

As asthma is a condition that is *potentially life-threatening*, please do not hesitate to contact the Principal for an appointment. All staff are aware of these plans. As asthma can be affected by allergy and seasonal changes, please advise your child's teacher so they can adjust their teaching to support the immediate needs of your child.

Asthma care plan for education and care services

CONFIDENTIAL: Staff are trained in asthma first aid (see overleaf) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any changes to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

PLEASE PRINT CLEARLY

Photo of student (optional)

Plan date / / 201
 Review date / / 201

Student's name _____ Date of birth _____

Managing an asthma attack
 Staff are trained in asthma first aid (see overleaf). Please write down anything different this student might need if they have an asthma attack:

Daily asthma management

This student's usual asthma signs

Cough
 Wheeze
 Difficulty breathing
 Other (please describe) _____

Frequency and severity

Daily/night daily
 Frequently (more than 5 x per year)
 Occasionally (less than 5 x per year)
 Other (please describe) _____

Known triggers for this student's asthma (eg exercise*, cold/flu, smoke) — please detail:

Does this student usually tell an adult if she is having trouble breathing? Yes No
 Does this student need help to take asthma medication? Yes No
 Does this student use a mask with a spacer? Yes No
 *Does this student need a blue reliever/puffer medication before exercise? Yes No

Medication plan
 If this student needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

Name of medication and colour	Dose/number of puffs	Time required

Doctor
 Name of doctor _____
 Address _____
 Phone _____
 Signature _____ Date _____

Parent/Guardian
 I have read and agreed with this care plan and any amendments. I agree to release the school staff and emergency medical personnel. I will notify the staff in writing if there are any changes to this care plan. I understand that I will not be responsible for any emergency medical costs.

Name _____
 Signature _____ Date _____

Emergency contact information
 Contact name _____
 Phone _____
 Mobile _____
 Email _____

asthmaaustralia.org.au | 1800 ASTHMA Helpline

<https://www.nationalasthma.org.au/health-professionals/asthma-action-plans/asthma-action-plan-library>

COMING TO SCHOOL EVERY DAY

Coming to school is very important. The following is some information that is vital for parents to be aware of:

- Regular attendance at school is essential, if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff (as part of their duty of care) monitor part or whole day absences.
- Parents are responsible for:
 - Enrolling their children of compulsory school age in a government school, registered non-government school, or registering them with the NSW Education Standards Authority (NESA) for homeschooling.
 - Ensuring that their children attend school regularly and are NOT LATE for school.
 - Explaining the absences of their children from school promptly and within seven days of their return to the school.
 - Taking measures to resolve attendance issues involving their children.
 - Organise holidays so students take leave within the allocated school holiday period.

When students are away from school, teachers record their absences using the following symbols:

- A** - The student's absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence.
- S** - The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases:
 - a medical certificate is provided or
 - the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in addition to explanations, if the explanation is doubted or the duration of the absence is more than four days.
- L** - Principals may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence, which has been accepted by the principal. Additional days for students not of compulsory school age may be recorded at the principal's discretion. This symbol is recorded where a student's absence is due to reasons accepted by the principal. This may be due to:
 - misadventure or unforeseen event

- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions.

E - The student was suspended from school.

M - The student was exempted from attending school - Family Holidays are NOT exempted

B - The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake:

- work experience
- school sport (regional and state carnivals)
- school excursions.

H - The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis in line with the Department's Enrolment Policy (*Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy 1997*). The symbol is recorded where a student accesses education settings separate to their mainstream school such as:

- tutorial centre and programs (NOT INCLUDING LEARNING LINKS - this is a private non-Department of Education company)
- behaviour schools
- juvenile justice
- hospital schools

Written Communication

Dear _____, (Teacher)

My Child _____ in _____ (Class) was absent from school on _____ because _____.

Yours sincerely,

(Parent)

Date:

TREATS

Every minute of the school day is busy. Students are working hard to achieve quality outcomes of the curriculum. After extensive discussions with the staff, I ask for your support in this matter. Staff will only serve cut cakes, cupcakes or doughnuts at EATING TIME for students who wish to celebrate their birthday at school.

There is not enough time in the school day for staff to be cutting up NUT FREE cakes or handing out treats in the middle of the school day. It is also against legislation for teachers to have knives in the classroom. I do not want the teachers cutting up cakes. If you wish to have a treat for your child for their birthday, please ensure the following:

- nut free treat so all can enjoy
- cake is precut - any uncut cakes will not be served
- use of cupcakes or doughnuts instead (no cutting involved)
- serviettes so that we do not have a problem with unnecessary pests
- make sure it is a treat that can be served in the 10 minute eating time

Please do not hesitate to speak to the principal about this matter if you have any concerns.

ENROLMENT PROCEDURES

All children who turn five by 31 July of that year may commence school at the beginning of the year. You will need to fill in an enrolment application. This form is available at the school's office or on our website.

Verification of Local Residency

For a student to be enrolled as a local placement, parents will be asked to provide 100 points as per the General Guidelines which includes proof of residency that they live in the local area and that the child being enrolled also lives in the local area.

Please note:

- The applicant's given address is understood to be the point from which they leave each morning to come to school and the destination in the afternoon.
- De-enrolment may follow if enrolment is offered on the basis of false or misleading information.
- Further information may be sought, at the school's discretion, to supplement documentation provided.

Proof of residence will be necessary if no other children attend this school. If your child has already attended school elsewhere you will also need a transfer certificate from that school.

General Guidelines:

- All documents MUST be in the name of the enrolling parent/carer.
- At least **ONE Category A** document is required.
- Copies of the original documents are accepted (Documents printed off the internet are not acceptable).
- All documents must be current. Personal references are not considered.

Documentation	Points <small>(office use only)</small>
CATEGORY A 50 points	<ul style="list-style-type: none"> • Electricity bill • Gas bill • Water rates • Telephone (not mobile) • Land Rates • Proof of purchase of residential property • Current lease – (must be 12 month lease)/letter from Real Estate Agent • Centrelink • Electoral Roll
CATEGORY B 30 points	<ul style="list-style-type: none"> • Drivers licence • Motor Vehicle/ Marine Vessel/ Trailer documents (Registration/Insurance) • Bank account • Mobile phone account • Union membership • Superannuation documents • Life Insurance documents • Medical accounts
CATEGORY C 10 points	<ul style="list-style-type: none"> • Post office – Mail redirection • Retail purchase showing local address • Statutory declaration

Verification of Guardianship

Please provide copies of the following:

- papers from the Guardianship or Family Law Court, where applicable
- proof of current guardianship by one of the parents, in the case of parental separation (e.g. Centrelink payment)

Students not living within the designated drawing area

An **out-of-area placements panel**, in accordance with Departmental policy, will consist of the principal, one staff representative and one parent representative nominated by the Parents and Citizens' Association. The panel will

consider all applications for non-local enrolment when places are available in the school.

The panel will be chaired by the principal who has the casting vote. In assessing the application, the panel will consider only those matters presented on the non-local application and enrolment forms and not oral or other submissions. The decisions made by the placement panel will be made within the context of the enrolment ceiling and the buffer retained for local students arriving throughout the year.

If you are enrolling your child in Kindergarten evidence of the child's date of birth is necessary. No Kindergarten child can be enrolled without it. A birth certificate is required to satisfy our legal requirements. Proof of vaccination is also required for children enrolling in Kindergarten.

Priority for enrolment will be given to children who live within the school's designated boundaries.

PARENT INVOLVEMENT AT SCHOOL

We believe that the home and the school are partners in your child's education. There are many ways in which you can become involved at school and we encourage you to do so. At the beginning of the year, teachers will be seeking parent assistance in a number of classroom activities including reading group work, sport, craft, publishing children's stories and many other activities. Your involvement in excursions and during other special activities will also be welcome. If you have any other suggestions about ways you can become actively involved in the school's education program please let us know.

There is a parent organisation that operates within our school, the Parents and Citizens' Association, which meets at 7.00pm on the first Tuesday of each month. This parent organisation provides invaluable assistance to the school through fundraising activities and especially through coordinating parent involvement in special activities and providing a social link for all parents. Your involvement is encouraged.



WHAT IS THE AUSTRALIAN CURRICULUM?

The Australian Curriculum, Assessment and Reporting Authority (ACARA), in collaboration with states and territories, has developed agreed Australian curriculum for English, Mathematics, Science, History and Geography. Each of these learning areas includes content statements that represent essential learning for all Australian students.

How is Australian Curriculum being Implemented in NSW?

In NSW, NESA has worked closely with teachers and key education stakeholders to develop and revise syllabuses that include Australian curriculum content and further detail that clarifies learning. As a result of this work, Kindergarten to Year 10 syllabuses provide direction to ensure greater consistency between NSW schools.

What Will my Child Learn at School?

The syllabuses build on the strength of the existing NSW curriculum. Many features of the K–10 English, Mathematics, Science (incorporating Science and Technology K–6), History and Geography syllabuses are retained. Literacy and numeracy remain important areas of focus in K–6, where essential foundation skills are developed. The syllabuses identify essential knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area. They are designed to provide flexibility for teachers to develop their teaching and learning programs to meet the needs of their students.

KINDERGARTEN – YEAR 6

English

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- For the first time, there will be a requirement that students experience a range of texts, including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.

Mathematics

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
 - o number and algebra, e.g. whole numbers and fractions and decimals
 - o measurement and geometry, e.g. length, area and time
 - o statistics and probability, e.g. data and chance
- They develop their problem-solving skills and mathematical reasoning and communication.
- Students in Stage 3 develop a deeper understanding of statistics and probability.

Science and Technology

- Students develop their skills in using processes of working scientifically and working technologically to answer interesting questions and develop creative solutions to problems as future-focused learners.
- They develop their curiosity and understanding about the natural environment and the made environment through learning about the physical world, earth and space, the living world, the material world, built environments, information and products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

History

- Students investigate their personal, family and community history.
- They develop understanding of Australia's Indigenous and colonial history and how Australia became a nation.
- Students learn about historical concepts, such as viewing an historical event from a different point of view, and historical skills, such as using historical sources for an investigation.

Geography

- Students develop their understanding of natural sciences, humanities and social sciences, geographical knowledge and geographical inquiry (acquiring, processing and communicating geographical information) and skills.
- They will study places and the relationships between people and their environments and the importance of these environments on supporting life locally and globally so they become active, responsible and informed citizens.
- The syllabus provides opportunities for geographical tools to be incorporated into lessons, e.g. maps, fieldwork, graphs and statistics, spatial technologies and visual representations.
- Students will progressively learn about: places; people and places; people, places and environments; and people, places and environments of the world.

What are the Learning Progressions?

In 2019, the Literacy and Numeracy Learning Progressions will be replacing the Literacy and Numeracy Continuums. The progressions will support students to successfully engage with the literacy and numeracy demands of the Kindergarten to Year 10 NSW syllabuses. They are educational tools that sequence literacy and numeracy development over time. The progressions assist teachers to develop targeted teaching and learning programs for students who are working above or below year-level expectations.

Literacy enables students to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Students need opportunities to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations. The Literacy and Numeracy Learning Progressions relate to the NSW English K-10 and NSW Mathematics K-10 syllabuses and support students to make these developmental connections.

WHAT CAN I DO AT HOME?

Reading

- Read to your children as often as you can. This is one of the best ways of developing lifelong positive attitudes to reading and understanding of print and books.
- Encourage beginning readers to read signs and posters. At this early stage explain how print works by pointing to words as you read them aloud, showing the left-to-right movement, the purpose of illustrations, the progression page by page, the cover and title – all in a happy, playful way.
- Praise every effort in reading, especially if confidence is low. Never compare a child's performance with that of relatives or friends.
- Establish a routine of taking the children to the local library. Help in selecting books but resist the temptation to impose your own choice. When you get home, don't switch on the TV but have an evening of family reading.
- Give books as presents and show the children how to care for them.
- Have a bookshelf or small bookcase in the children's bedroom so that books, especially favourites, are readily available.
- Buy bed lamps and encourage the routine of reading in bed before lights out.
- Encourage the children to make good use of the library. Ask questions such as "What have you borrowed this week?" "Is it interesting?" "Would you like to read a bit to me?" "Would you like to read the whole book to me, a chapter a night?"

Speaking and Listening

- Accept the basic truth that language is at the heart of learning and that children become competent in language if they are encouraged to use it by caring adults who share good times with them.
- Encourage your children to talk about experiences they have had during the day. Express interest; ask questions, share stories of your own experiences.
- Show them how to use language appropriate to:
 - answering a telephone
 - greeting adults
 - introducing a friend
 - delivering a message
 - giving a compliment
 - expressing thanks
 - making a purchase
- Regularly tell stories and jokes, and encourage your children to do the same.
- Be prepared to set aside time, when both you and the children are relaxed, for just talking together.

Writing

- Let the children see you write – letters, shopping lists, short messages and so on. If they never see people write at home, children can get the message that writing only happens at school.
- Encourage them to write – letters to friends and relatives, thank you notes, get well messages.
- Having writing displayed in the home – reminders ("Don't forget it's Mum's birthday tomorrow"), lists of things to do, messages or congratulations, and postcards from friends or family on holidays. Have a kitchen notice board or some attractive magnets on the fridge door.
- Provide a quiet place where your children can write.
- Give them presents associated with writing – different types of pens and pencils, paper of different shapes and colours, a desk lamp, a diary, a dictionary, erasers, correction tape.
- Encourage the habit of diary keeping - remember to respect the privacy of the writer.
- Be an interested listener and reader. Talk over ideas for writing; encourage the reading aloud of early drafts, read the finished product with enthusiasm.

- Praise writing done at school. Pay more attention to what the children are writing about than to the spelling and punctuation.

Spelling

- Try to build up the self-confidence of your young speller. Praise effort even if the result is not quite correct. Too much criticism and too much attention to errors result in children avoiding the use of interesting but more difficult words in their writing.
- Remember that teachers do not insist on correct spelling in a first draft. Here the child needs maximum freedom to search for new ideas and to find interesting ways of expressing them.
- Encourage your children to read over their written work looking for possible errors that can be checked by using dictionary or word collection.
- Encourage reading. To increase the amount and range of a student's reading that is to increase their visual experience of words is probably *the best single* method of improving spelling.
- Show the children how to use this simple technique of learning new words:
 - **LOOK** at the word and say it softly.
 - **COVER** the word and try to "see" it in the mind.
 - **WRITE** it from memory.
 - **CHECK** ... and repeat for as long as necessary.

Mathematics

- Remember that you have a major influence on your children's attitude to mathematics. Comments such as "No one in this family is very good at maths" or "Well, you're a girl and they're better at English" set up tremendous barriers to learning. Encourage your children to make use of math in everyday family activities: weighing and measuring, shopping, playing games which involve keeping scores, calculating journey times and soon.
- Encourage hobbies that require measuring and the use of shapes – model making for instance.
- When helping with mathematical problems, demonstrate where possible by using solid objects, buttons, sticks, pieces of string and the like. It is much easier to understand fractions, for example if the concept is developed with pieces of paper, which can be folded or torn and compared before the child starts manipulating figures.
- Again, when helping, show the importance of estimating – that is, coming up with a "rough answer" before doing actual calculation.
- Consult your children from time to time for a "guess" or "estimate" (e.g. "How long will it take to walk to the shop and back?" or "How much will you need to save each week to buy a bike at the end of the year?")
- Encourage discussions that result in a final decision or solution. Discuss why your children's ideas are good or not so good, or how their ideas could be improved (e.g. "Why is it better to catch the 10 o'clock train than the 9.30 bus?")
- Encourage your children to play games (e.g. card games, chess and even computer games). Introduce them to hobbies like collecting or model building.
- Draw pictures and diagrams, or use toys and counters to explain a problem. Use as many different ways as possible to explain "how to work it out".
- Play games with your children. Table facts can be learnt thoroughly by playing number games (e.g. card games and dice games).
- Become active around the home at playing "solve this problem" or work together at "solving things together".
- Ask ... "WHY?" if your child does not understand. Is the topic too difficult, or does your child need more practical experience before understanding?
- Everyday say something positive and encouraging to your children about the mathematics they are learning.
- Relate mathematics to activities, events and news going on around them.
- Make mathematics FUN!

Music

- From the earliest age encourage your children to "make music" with simple instruments.
- Play records and tapes that the children enjoy. Try to have a variety – old-time children's favourites, some light classical pieces, some pop music.
- At all ages, encourage singing – everything from nursery rhymes to some of the latest songs that are learned at school or from radio or TV.
- Take advantage of whatever opportunities the school offers for your children to learn an instrument and encourage them to practice and perform.

Health and Physical Education

- Ensure that your children have a healthy diet. Discourage excessive reliance of "fast foods" whose salt, sugar and fat content are high.
- Help them develop the habit of getting a "good night's sleep" – at least 10 hours for young children, and nine or eight hours as they get older. This often requires strict control of TV watching and electronic device use.

- Children should avoid TV and electronic devices for at least 30 minutes leading up to their bedtime.
- Encourage outdoor games and activities.
 - Be conscious of your own importance as a model for your children. Ensure that your own lifestyle is healthy and health giving.

Creative Arts

- Help your children to become aware of the natural beauty around them – different colours and patterns. The different feel of various objects, unusual sounds and smells.
- Tolerate a certain amount of messiness as the children paint and make things with paper, cardboard, sticks, paste, buttons, needle and thread, seeds, foil and odd pieces of discarded material.
- Express interest and even delight in “creations”. Don't let the children lose confidence in themselves as artists/makers. Remember that the experience itself is important for the child, irrespective of the quality of the finished product.

CRUELTY TO ANIMALS

Students must be responsible in their attitude and behaviour towards animals (including fish, amphibians, reptiles, birds and mammals). Ill-treatment means causing pain or suffering by tormenting, beating, kicking or over-riding, wounding or overloading an animal.

This applies to all situations at school and on school excursions and visits. Complaints alleging ill-treatment of animals may be investigated by the police, RSPCA or National Parks and Wildlife Officers. The document “Care of Animals in Schools 2001” has been used as a policy guideline at CPPS.

EXCURSIONS

As long as a child's behaviour has been acceptable, they should be given the opportunity to attend any excursion made available to the class.

At the parent-teacher meeting at the beginning of the year, your child's teacher will give you an outline of the excursions the class will go on during the year and the likely cost of each excursion.

If any overnight excursions are arranged they will only involve Years 3, 4, 5 and 6. These will be announced as early as possible and a non-refundable \$50.00 deposit will be required to secure a spot for your child.

On some excursions, a limited number of parents will be invited to help with supervision of the children. For safety reasons we do not allow pre-school children to attend with supervising parents.

Also for the safety of your child, any bus or mini bus used on an excursion will only be driven by a company bus driver and we limit the number of children on each bus.

No child should be excluded from an excursion due to financial difficulties. Please contact the school if you wish assistance.

CONTACT NUMBERS

Please provide the **correct contact and phone numbers**. It is **essential** for the welfare of your child that the school has this information. Incorrect numbers waste valuable time in the event of an emergency.

SCHOOL COUNSELLOR

A school counsellor is appointed to our school. Our school counsellor is available on a Monday and Wednesday. You may make an appointment at the Admin Office to see the counsellor.



CANTERBURY COMMUNITY BEFORE AND AFTER SCHOOL CARE Plus VACATION CARE

We have a before and after school centre operating at CPPS. Canterbury Council runs this service in the school grounds. Ring 9718 6766 for enrolment information.

Before and after school care is a service funded by the Federal Government which provides care for school aged children (5 -12 years) to help support parents/guardians, so they may pursue work, study, training or other activities, in the knowledge that their children are being cared for in a safe and happy environment. Childcare assistance is available to those who qualify.

A wide variety of supervised play and recreational activities are provided, which assist the social, emotional, creative and physical development of each child.

GOWRIE LONG DAY CARE



Gowrie NSW is very excited to announce the opening of the Clemton Park Early Education & Care Centre at Clemton Park Public School. The centre will be opening at the beginning of Term 2 and will cater to children aged 3-5yrs.

Gowrie NSW Clemton Park Early Education & Care has a strong focus on supporting children to develop respectful relationships, exploration of the natural environment and building curiosity through a play-based approach.

Gowrie NSW is contributing to a sustainable society through being at the forefront of early and middle childhood education and care to empower and support children, families and professional educators.

For more information or to register your child, please contact Akvilina Charles on (02) 8571 9739 or email waitinglist@gowriensw.com.au

www.gowriensw.com.au

CANTEEN

The privately run school canteen is open each school day for purchases from: 8:00am – 3pm (breakfast available).

The food available is chosen for its nutritional value and appeal. Items such as sandwiches, hot food, juices, milk drinks, fruit, fruit salad, ice-blocks and snacks such as popcorn are available. A list of food and current prices is displayed in the canteen.

Lunch orders

These should be written on a paper bag at home or at the canteen. The child's name, class and order clearly written on the front. Hand these in at the canteen window with money between 8:00am - 8:55 am. Help is given to smaller children ordering.

e.g. BJONES 6D

- 1 sandwich
- 1 apple juice
- 1 popcorn

Recess orders: Children may order recess items before school using the same procedure as the lunch orders. They are then delivered to the classroom in time for recess.

ICT DEVICES

Students bring mobile phones to school at their own risk – the school and school staff members will not accept any responsibility for any loss or damage to mobile phones or for investigating loss or damage. Mobile phones cannot be brought to overnight excursions.

- Once at school the phones are turned off while students are in class or on the playground. Phones that ring or beep during the school day disrupt the learning environment. In the first instance, the student will be warned, asked to turn the phone off and their name will be placed in the behaviour book.
- If this occurs more than once, the phone will be given to the principal and parents will need to collect the phone from school. The phone will be turned off and kept in a secure storeroom.
- Students must not lend a phone to another student for use as a phone, for text messaging or for use as a camera or video recording device. The student who owns the phone will be held responsible for its use.
- A register of student mobile phone numbers is established to assist in dealing with student welfare related incidents that involve bullying, intimidation and/or harassment.

If students use mobile phones inappropriately, principals have the right to take action. Depending on the circumstances, action can include the following:

- banning students from using mobile phones during the course of the school day
- confiscating mobile phones from individual students
- requiring students to hand in their mobile phones to designated school staff at the beginning of the school day for collection when students go home
- applying student disciplinary provisions

SCHOOL WEBSITE

<http://www.clemtonpk-p.schools.nsw.edu.au/>



It is important that parents are kept up to date with the notes and letters that are sent home from school. Sometimes notes are kept in the bottom of bags and are not found until after the payment due date has passed. To avoid this and to receive the notes and letters directly to your e-mail you will need to subscribe through the "notes and newsletters" section of the website. When you subscribe please indicate which "lists" you would like to subscribe to e.g. Newsletter, Year 1 and Year 4. If you subscribed to the newsletter and your child's class of last year, you will automatically be rolled over to the following year groups.

In addition to receiving the notes and letters by e-mail, on occasion there will be messages that the school will need to send to parents e.g. PSSA being cancelled, an excursion returning later than expected. To receive these messages you will need to download the School Enews app. Once you download this app (including android) and type in 'Clemton Park' you will be able to receive the "push alerts" that the school sends.

NEWSLETTERS

The newsletter is emailed directly to your email address. We will be using the service of School Enews. With this service parents/carers can sign up automatically to receive the newsletter and view past newsletters. The benefits of this service are:

- allows bulk emailing of newsletter to parents, students and grandparents
- subscribe form for your school website so parents can subscribe themselves
- one-click automatic unsubscribe so parents don't have to call the school
- website automatically updates with your newsletter when the bulk email is sent
- saves on printing costs

Parents who have not already registered will need to go to our website and register. The newsletter will not be sent to you directly.

Newsletters & Notes

Newsletters & Notes

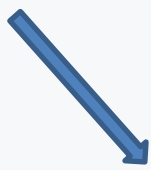
Download the free [School Enews app](#) to receive alerts!

- 1) Open App Store, Play Store or Windows Store
- 2) Search for "School Enews"
- 3) Download the "School Enews" app (icon on right)
- 4) Open the app and search for "Clemton Park Public School"



Subscribe for Email Updates

You can also subscribe below for updates sent to your email account.
Note: Every email that we send to you has a link to unsubscribe.



Email Subscribe

- List:
- Newsletters
 - Kindergarten
 - Year 1
 - Year 2
 - Year 3
 - Year 4
 - Year 5
 - Year 6
 - CPPS Band
 - Choir

Newsletters

- 28 Jun 2018 [T2 Wk 9 and Wk 10 Newsletter](#)
- 21 Jun 2018 [T2 Wk8 Newsletter](#)
- 14 Jun 2018 [T2 Wk7 Newsletter](#)
- 07 Jun 2018 [Newsletter Term 2 Week 6](#)
- 05 Jun 2018 [Term 2 Week 5 Newsletter](#)
- 24 May 2018 [Newsletter T2 W4](#)
- 17 May 2018 [Newsletter T2 Wk3](#)
- 10 May 2018 [Newsletter - Term 2, Week 2](#)
- 03 May 2018 [Term2 Week1 Newsletter](#)
- 05 Apr 2018 [Term 1 Week 10 & Week 11](#)

Parent Online Payments

It is possible for parents to make online payments to the school for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa or MasterCard credit or debit card. The payment process has been developed to be very user friendly. It follows the format of many other online payment screens that you may have used. The payment page is accessed from the front page of the school's website by selecting: **\$ Make a payment**.

Items that can be paid include:

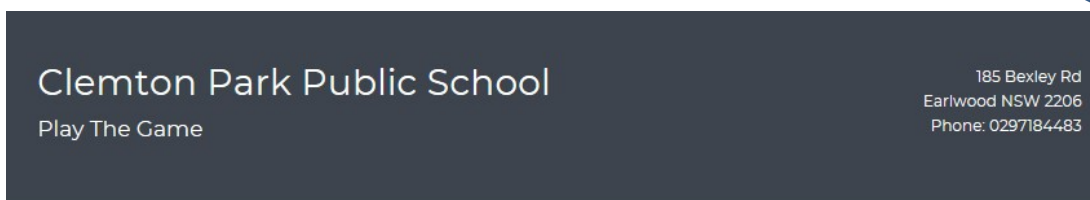
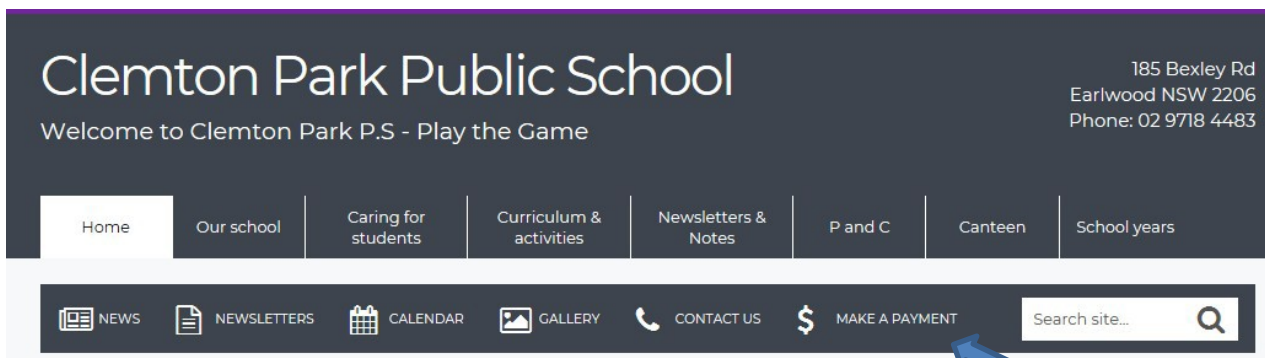
- [Voluntary school contributions](#)
- [Subject contributions](#) e.g. Athletics, Reading Eggs, Home Reading, School Magazines.
- [Excursions](#) e.g. Bathurst, Stage 3 Camp, Stage 2 Camp.
- [Sport](#) e.g. PSSA, Swimming Carnival, Athletics Carnival, Paul Kelly Cup
- [Creative & Practical Arts](#) e.g. School Band, Choir, dance groups
- [Sales to Students](#) used for anything purchased by a student that becomes the property of the student;
- [Other](#) used for paying total amounts owed by a student e.g. complete student invoice/statement of account.

When you access the **\$ Make a payment** page you must enter:

- the student's name, and
- class and reference number OR
- the student's name, and
- date of birth

These details are entered each time you make a payment, as student information is not held within the payment system. There is also the option to enter the Student Registration Number and Invoice number if you are aware of them.

This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner, these details are not passed back to the school. You have the ability to check and change any details of the payment before the payment is processed. Receipts can be emailed and/or printed. Details of the payments are passed daily to the school where they will be receipted against your child's account. As a receipt has been issued from the payment page, a further receipt will not be issued by the school. Each permission note will have the following inclusion:



Make a Payment

Enter your payment details below. Fields marked with an asterisk (*) are mandatory.

🎓
Student Details

Student Registration Number If this 9 digit number is on the Statement issued by the school it will be to the right of the student's name

* Given Name

* Surname

* Enter both Class/Year & Ref Number, or Date of Birth:

Class or Year

Ref Number This number may be on the top of the invoice or statement issued by the school. It may have the heading Ref.

Date of Birth e.g. 14/05/2010.

If you wish to make a payment for another student, first complete this payment. There will be an option to re-use your details for another payment.

Cancel Payment
Next Section

SCHOOL POLICIES

It is imperative that the school community has a sound knowledge of the policies that underpin CPPS. These policies are located on the school website. We welcome your input on any policy and/or procedure operating within the school. This is our school; the community's input is invaluable.

BUDDY POLICY

The Buddy Policy at CPPS provides the school and our community with a program that is designed to develop physical, social and mental wellbeing. The program is implemented across the whole school and it supports a safer and happier environment where effective teaching and learning can occur. The buddy program at CPPS envisions that all young people will develop:

- a strong sense of self, connectedness, K-6 attitude, a sense of unity
- a feeling of helpfulness for peers in the school, resilience
- a sense of possibility for the future.

At the beginning of each year, classes are asked to buddy with another class in the school. The teachers of the two classes then organise to meet at different times of the year to engage in a variety of activities. The following are activities that may occur with buddy classes:

- At the beginning of the year Kindergarten buddies can visit and assist with helping the Kindergarten understand school life and routines
- When a K-2 class has an item at the K-2 assembly, the Year 3-6 buddies may want to come and watch their item
- The environmental areas in the playground have been divided so buddy classes have a specific area to clean together
 - During "Clean Up Australia Day" (March) buddies are given the same area to clean in the playground
- The older buddy classes can meet with the younger classes during DEAR time to hear the students read
- Peer tutoring in KLAS
- Pen pals activities
- Computer tutoring

CAR PARK

The following rules need to be adhered to to ensure the safety of all users. Please abide by them.

- CPPS staff will ONLY use grass section and section after the indicated line "Staff Only". Anyone can use this section after 5pm.
- CPPS parents will not park at any time in the car park – only use "drop-off" circuit. After 5pm, they can use the STAFF CAR PARK SECTION.
- When using the "drop-off" or "pick-up" circuit please move forward to the first space, if vacant. This allows two families at a time to use the circuit appropriately and efficiently.
- CPPS parents will not enter the car park for "pick-up" until 3pm - as students will not be there until then.
- If your child is not waiting for you at "pick-up", you MUST exit the car park, only turning left (NO RIGHT TURN) and come around again.
- Gowrie Long Day Care will use grass area for parking or outside.
- Gowrie Long Day Care signed parking spot will remain vacant all day - only "drop-off" and "pick-up" - 5 min parking max. These spots will be changed to better suit the safety of the students and parents of the school community.
- Before and after school care staff will use grass area for parking or outside.
- Before and after school care signed parking spot will remain vacant all day - only "drop-off" and "pick-up" - 5 min parking max.
- Greek school staff will use grass area for parking or outside.
 - After 5pm, they can use the STAFF CAR PARK SECTION.
- Greek school parents will not park at any time in the car park - only use "drop-off" circuit
 - After 5pm they can use the STAFF CAR PARK SECTION.
- Chinese school staff will use grass area for parking or outside.
 - After 5 pm they can use the STAFF CAR PARK SECTION.
- Chinese school parents will not park at any time in the car park - only use "drop-off" circuit.
 - After 5 pm they can use the STAFF CAR PARK SECTION.
- French school staff will use grass area for parking or outside.
 - After 5 pm they can use the STAFF CAR PARK SECTION.
- French school parents will not park at any time in the car park - only use "drop-off" circuit.
 - After 5 pm they can use the STAFF CAR PARK SECTION.
- Visitors for Visitors only.
- Casual teachers will park on the grass; if no spots are available they will need to park outside.
- Band tutors will not use the car park, unless a spot on the grass is available.

CAR PARK



GATES

The Administration block is accessible to both parents and students from the main front entrance. Students are to enter the main door by walking along the side of the canteen. Parents can enter using the same route or via Miller street from the side gate.

At 9:30am, all gates will be locked. The side gate closest to the Administration block will be closed but not locked. All parents and students entering the school after this time will need to enter through the Miller St gate. Down on Bexley Road, the gates will be locked at 9:30am, except the main car park gates. These remain open so that parents can pick up and drop off their children from the Day Care Centre. Parents are requested not to park in either staff car park areas.



We work, play and learn in the finest educational facility

Address: 185 Bexley Road, EARLWOOD 2206

Email: clemtonpk-p.school@det.nsw.edu.au

Website: clemtonpark-ps.com

Phone: 02 9718 4483

Fax: 02 9718 8703

School Hours: 9:00am – 3:00pm

Office Hours: 8:30am – 3:30pm