

**WHEELER HEIGHTS
PUBLIC SCHOOL**



**INFORMATION
HANDBOOK**

INTRODUCTION

This Information Handbook contains current school policies and practices developed in partnership between teachers and parents. The Handbook is designed to translate school policy into terms which can be easily understood by the school community.

The Mission of Wheeler Heights School is threefold:

- to provide students with the knowledge and skills that they will need to be active and creative participants in the 21st century
- to promote equality of educational opportunities and to provide for students with special learning needs
- to provide an education which develops students' talents to full potential

Students benefit from the school's close partnership with the community. The School and Student Councils offer the community greater opportunities than ever before to actively participate in planning and decision making processes in the school. The school's policies are consistent with the policies and priorities of the Department of Education and Training and the New South Wales Board of Studies. Full policy documents are available at the office for parents or students to read.

This Handbook provides important information which will help parents to understand and identify closely with their school.

I urge all parents to read and use this Handbook as a reference guide. Should additional information be required, I am always willing to talk with parents and be of further assistance.

Kathryn Drummond
Principal

TABLE OF CONTENTS

1.	VALUES HELD BY THE SCHOOL COMMUNITY	5
	1.1 Our Values Relating to Education	5
	1.2 Values Relating to Self and Others	5
	1.3 Values Relating to Civic Responsibilities	5
2.	LOCATION AND SCHOOL HOURS	6
	2.1 Address and Enquiries	6
	2.2 School Hours	6
3.	SCHOOL STRUCTURE	7
	3.1 P&C Association	7
	3.2 Student Representative Council	7
	3.3 War Veterans Retirement Village	7
	3.5 Student Houses	7
	3.6 Newsletter	7
4.	SCHOOL COMMITTEES	8
5.	ENROLMENT	8
6.	FINANCIAL CONTRIBUTIONS	9
	6.1 The School Contribution	9
	6.2 The Library Fund	9
7.	EDUCATION PROGRAM	9
	7.1 Curriculum	9
	7.2 Kindergarten	10
8.	ENRICHMENT AND INTERVENTION PROGRAMS (GATS AND STL)	10
	8.1 Students with Special Talents, Skills	10
	8.2 Debating and Public Speaking	10
	8.3 Intervention Program	10
9.	COMPUTERS AND THEIR ROLE IN THE SCHOOL	11
10.	HOME READING PROGRAM	11
11.	STUDENT HEALTH & WELFARE	12
	11.1 Aims	12
	11.2 Features	12
	11.3 School Counsellor	12
	11.4 First Aid & Illness	13
	11.5 Dental Health	13
	11.6 School Nurse	13
	11.7 Immunisation	13
	11.8 Infectious Diseases	13
12.	INTERVIEWS WITH THE PRINCIPAL AND TEACHING STAFF	14

13.	OUT OF SCHOOL HOURS CARE	14
	13.1 Eligibility For & Enquiries About Before and After School Care	14
14.	SCHOOL DEVELOPMENT DAYS	14
15.	CANTEEN.....	14
	15.1 Canteen Orders	15
	15.2 Canteen Staffing	15
16.	VOLUNTEER WORKERS OR VISITORS TO THE SCHOOL	15
17.	ATTENDANCE POLICY	15
18.	UNIFORM POLICY	16
	18.1 Summer and Winter Uniforms	16
	18.2 Uniform Shop	16
19.	K-6 HOMEWORK POLICY	16
20.	MEDICATION POLICY	18
	20.1 Parent Responsibilities	18
	20.2 School Responsibilities	18
21.	EXCURSION POLICY	18
	21.1 Permission By The Parent/Guardian	19
	21.2 Exclusion for Unacceptable Behaviour	19
	21.3 Excursion Fees	19
	21.4 Children Not Attending Excursions	19
	21.5 Parent Involvement in Excursions	19
22.	SPORTS POLICY	19
	22.1 School Sports Program	19
	22.2 School Sports Carnivals	19
	22.3 Competitive Sporting Teams	20
	22.4 Team Selection Policy	20
23.	ACCIDENT POLICY	20
24.	ENVIRONMENTAL POLICY	21
	24.1 Paper Recycling	21
25.	PARKING & ACCESS POLICY	21
26.	DISCIPLINE POLICY	21
	26.1 DET Core Rules	21
	26.2 School Rules – Discipline Code	22
	26.3 Strategies for Dealing with Unacceptable Behaviour	22

1. VALUES HELD BY THE SCHOOL COMMUNITY

The curriculum and the organisation of school life at Wheeler Heights Public School promote and foster attitudes and behaviours which reflect a core of values supported by the school community. These values give the school a sense of cohesion, identity and purpose.

1.1 Our Values Relating to Education:

- We value the importance of learning and knowledge and regard education as life long process.
- We believe in the importance of positive reinforcement and encouragement to develop self confidence and a love of learning.
- We value a commitment to the pursuit of truth.
- We encourage and reward effort and achievement.
- We recognise the partnership between school, home and the community.

1.2 Values Relating To Self and Others

- We recognise the importance of accepting our own worth as individuals.
- We believe in the pursuit of excellence in all personal and group endeavours.
- We believe in encouraging students to show initiative, accept responsibility for their own actions and to work cooperatively with others.
- We encourage pride in personal cleanliness and appearance, being punctual and fulfilling commitments and actively pursuing personal health and fitness
- We promote the positive welfare of others in a warm and caring environment.

1.3 Values Relating to Civic Responsibilities

- We are committed to the democratic process.
- We encourage our students to develop pride in being Australian and sharing in our rich and diverse heritage.
- We encourage respect for the rights and property of others and the peaceful resolution of conflict.
- We actively support economic development and the conservation of heritage and the environment.
- We are committed to social justice and equal opportunity.
- We reject racism, sexism and other forms of prejudice.
- We encourage students to develop positive attitudes towards lawful and just authority and to accept the rules and requirements of the school.
- We value a commitment to the importance and value of work.
- We are committed to promoting high standards of professionalism in all teaching and management practices.

2. LOCATION AND SCHOOL HOURS

Wheeler Heights Public School is located in magnificent grounds at Veterans Parade, Collaroy Plateau, on Sydney's northern beaches. The school has sweeping views of the Narrabeen Lakes district and its grounds retain much of the natural bushland which is unique to the area.

2.1 Address and Enquiries

All communication to the school should be directed as follows:

Wheeler Heights Public School
36 Veterans Parade
Collaroy Plateau NSW 2097

Phone: 9971 8352 9982 2475
Facsimile: 9982 5617
Email: wheelerhts-p.school@det.nsw.edu.au
Website: www.wheelerhts-p.schools.nsw.edu.au

2.2 School Hours

- The school hours are 9.15am to 3.15pm
- Morning Recess: 11.15am to 11.40am
- Lunch: 1.10pm to 2.00pm
- As per Departmental guidelines, the school playground **IS NOT** supervised before 8.45am or after 3.15pm. Parents are asked not to send their children to school during these unsupervised hours unless the children are participating in special before/after school programs. OSHCare is available before school.
- At no time are children permitted in the classroom without a teacher present. School bags are to be left outside in designated areas.

3. SCHOOL STRUCTURE

The school is supported by a committed and experienced teaching and administrative staff. In addition to the staff, the school utilises the expertise provided by the following groups:

3.1 Parents and Citizens Association

The role of the P&C Association is to be the parent representative body within the school community. Through its executive and associated committees it provides financial, technical, managerial and other forms of support to the school. Regular P&C meetings provide one of the main forums for communication between parents

and the school. The P&C meets every third Monday of each month during school terms at 7.30 pm.

3.2 Student Representative Council (SRC)

Student leadership is encouraged through the Student Representative Council which meets regularly. Members are elected by students and actively participate in decisions affecting school life. The students learn the skills of advocacy, lobbying, conducting meetings, leadership and communication. Class representatives report back to their respective classes on the issues raised at Council meetings.

3.3 War Veterans Retirement Village

The school has a close relationship with the staff and residents of the Narrabeen War Veterans Villages. For many years some residents of the Village have assisted in the school reading program. Children are also invited to attend various functions hosted by Village residents, especially at Christmas, Easter and during ANZAC Day celebrations.

3.4 Student Houses

All children become members of one of three school "houses". Jenkins, Ramsay and Wheeler, named after pioneering families in the area. Students remain in these houses in their family groups throughout their school attendance.

3.5 Newsletter

Regularly during school terms a newsletter is sent to every family in the school. This newsletter is the main means of communication between the school and home. A calendar of events is issued at the commencement of each term.

4. SCHOOL COMMITTEES

The school has a group of committees which are established to help the school meet its stated goals and objectives. Some committees are made up of staff or parents and some have mixed representation.

Committee co-ordinators can be identified and contacted via the office. The committees which are currently represented at the school include:

- Information and Communications Technology
- Gifted and Talented Students
- Literacy
- Numeracy
- School Self Evaluation
- Learning Support, encompassing Student Welfare
- Occupational Health and Safety
- Teacher Professional Learning
- Finance
- Band
- Uniform
- Canteen
- Grounds

5. ENROLMENT

- Children may be enrolled at the school from Kindergarten to Year 6. Enrolments are taken at the main office in the school administration block.
- Proof of residential address and date of birth and a recent immunisation certificate are required for all enrolling Kindergarten children.
- Children transferring from another school should present a transfer certificate from their previous school (if a State school) together with a recent school report and any other relevant school documentation.
- Parents may seek to enrol their child at Wheeler Heights Public School regardless of where they live. Places will be offered to out-of-area applicants subject to availability and in accordance with the school's enrolment policy.
- Parents of children from overseas enrolling in a state school for the first time must present the appropriate documents, which include a current passport with visa and entry permit.

6. FINANCIAL CONTRIBUTIONS

The school currently has two forms of parental financial contribution:

- School Contribution (formerly known as School Fees)
- The Wheeler Heights Public School Public Library Fund (contributions are tax deductible)

6.1 The School Contribution

This is a voluntary school contribution scheme. The school contribution scheme provides the following:

- text books
- audio visual and computer equipment
- exercise books and paper
- craft material
- pencils and pens (K-2 only)
- sports equipment

School contributions can be paid once or over three terms. Enquiries about payment options can be made at the office. In the case of financial hardship confidential arrangements can be made with the school Principal.

6.2 The Library Fund

A Library Fund has been established to facilitate tax deductible donations to the school for the purpose of the provision of library resources.

7. EDUCATION PROGRAM

7.1 Curriculum

The curriculum is defined in terms of six Key Learning Areas (KLA) and other areas of learning.

- English
- Mathematics
- Human Society and its Environment (HSIE)
- Science and Technology
- Creative Arts (Music, Visual Arts, Dance and Drama)
- Personal Development, Health, Physical Education (PD/H/PE)

Other programs offered are:

- Computer Education
- Special Religious Education (Scripture)
- Band
- Environmental Education
- Chess

7.2 Kindergarten to Year 6

The Kindergarten to Year 6 curriculum aims to develop students in the following areas:

- Basic Skills, including:
 - English literacy (listening, speaking, reading and writing)
 - Numeracy and other mathematical skills
 - Analysis, problem solving, information processing and computing
 - Scientific and technological skills
- Respect for Learning
- Positive Attitudes for Lifelong Education

8. ENRICHMENT & INTERVENTION PROGRAMS

The school recognises that all children have strengths and that others have special interests. The school strives to create awareness of these children and cater for their needs through individual, class and school cluster programs.

8.1 Students with Special Talents/Skills – Gifted and Talented Students

The school's enrichment program provides opportunities for all students with special interests and talents. The opportunities for these students are wide-ranging in academic, cultural and sporting areas. Those interested in music and dance are encouraged to join the school band, choir and dance groups. In the area of sport, talented students are selected to participate in the Primary Schools Sports Association (PSSA) inter-schools competitions. Extension mathematics classes in 2-6 provide opportunities for those children talented in mathematics to develop problem solving skills. Chess lessons are available for interested students with an opportunity to participate in inter-school chess competitions.

8.2 Debating and Public Speaking

Students learn to prepare and deliver speeches, and construct arguments, from their early years at school. Each year, there is a public speaking competition, culminating in the awarding of “Young Communicator of the Year” for Year 2, Stage 2 and Stage 3. Selected students in Stages 2 and 3 represent the school in the “Multicultural Perspectives Public Speaking Competition”.

8.3 Early Intervention Program: WHIRP

The Wheeler Heights Intensive Reading Program (WHIRP) is co-ordinated by the Learning Assistance Support Teacher. The basis of this program is the support reading program, which is targeted at Years 1 and 2, and which provides students with an intensive parent-supported individual program.

In addition to overseeing a Home Reading Program for students in WHIRP, the support teacher assists class teachers by planning effective programs for children with reading or learning difficulties in the classroom.

The Reading Recovery program is taught by a specially trained Reading Recovery teacher for those students in Year One at risk of not achieving Stage One outcomes in reading.

9. THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Information and communication technologies are an integral part of the modern world. Using ICT across the curriculum not only motivates students but also gives them opportunities to develop the knowledge and skills necessary for life in the 21st century.

In support of this view computers are widely distributed throughout the school and software resources are available across all Key Learning Areas. All computers operate on the school network. A fully equipped computer laboratory provides students with one-on-one access to computers. Additional computer facilities are available in the research section of the library, where an interactive whiteboard is located for student and teacher use. There are also pods of computers in classrooms and the school is acquiring an increasing number of interactive whiteboards, digital cameras and projectors. Secure internet access is provided by the Department of Education and Training. All students have their own user name and password.

An information and communications technology team oversees the implementation, management and development of ICT in the school. The school policy with respect to computer use is as follows:

- Each child will have an awareness of implications of computers for individuals in society
- Each child will be experienced and be able to assess the uses of a computer as a tool for investigation and discovery
- Each child will develop skills with a range of devices that may be used to

- create multi-media learning objects
- Each child will follow a school scope and sequence (plan) to develop practical experience and skills in using ICT
- Each child will adhere to the school's and the Department's acceptable user policy, and will be required to sign an agreement to that effect

10. HOME READING PROGRAM: K – Year 3

Students participate in the Home Reading Program starting early in Kindergarten. Books taken home are given a Reading Recovery Level (1-26) and students are assessed regularly and given a level appropriate to their independent reading ability. Teachers move students up a level only when they are reading independently at that level. Parents are asked to assist in the program by listening to their child each night and signing the reading log. Older students are encouraged to borrow regularly from the school and/or local library.

11. STUDENT WELFARE

The school's Student Welfare Policy aims to meet the personal and social needs of all students, thus enhancing their overall well-being. The welfare policy recognises the value of development each student to his or her full potential in the context of the society in which they live. Students learn better when they feel safe and happy, feel valued and have sound self-esteem.

11.1 Aims

Through the student welfare program, the school aims to help students to develop:

- a sense of enjoyment and satisfaction from learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- a sense of personal and social responsibility for their actions and decisions
- a sense of personal dignity and self-worth
- self-reliance
- a sense of identity
- a feeling of belonging in the wider community
- a caring attitude towards others
- an ability to form satisfying and stable relationships

11.2 Features

The school's student welfare program includes the following features:

- Kindergarten – Year 6 Buddy System
- Child Protection program
- Enrichment (Gifted and Talented) program
- Support program for children experiencing learning difficulties
- Drug Education & Skin Safe Program
- Healthy Canteen Policy
- Student Representative Council

- Anti-Violence, Racism and Bullying Policies
- Kinder Homelink orientation to school program
- Year 5 Leadership Program

11.3 School Counsellor

The school has the services of a school counsellor who is also a registered psychologist. The school counsellor's role is to assist teachers with classroom learning and behaviour management programs, to test and assess students and to provide parents with advice about their children's education, development and adjustment.

11.4 First Aid and Illness

The school has a resident First Aid Officer in the Administration Block.

Children who are ill are managed in the Clinic by staff with first aid qualifications. Other than in minor cases, parents are contacted by telephone if their child becomes ill or requires attention during the day. Parents are requested not to send their children to school where their illness would preclude them from engaging in school learning programs, or if they could infect other children.

11.5 Dental Health

Children should visit a dentist every 6-12 months. School Dental Clinic is located at:

Dee Why School Dental Clinic
Fisher Road, Dee Why 2099
Phone: 9982 8878

A dental technician visits the school to assess children every two years.

11.6 School Health Service

Family and Child Health Services (School Health Service) can check vision, hearing, speech and language, fine and gross motor, or any other aspect of your child's health. Should you have a concern you can contact them through the school office.

11.7 Immunisation

Immunisation Certificates are required for all children starting school in kindergarten class whether they have been immunised or not. Ask your doctor, local council, Public Health Unit or school for details, or telephone NSW Health Department on (02)9391 9009. A certificate must be presented at enrolment. If your child has not been immunised, you may need to keep them at home if there is an outbreak of illness.

11.8 Infectious Diseases

There are a number of infectious diseases which affect children during their early years. These include:

Conjunctivitis	Hepatitis A
Head Lice	Hepatitis B
Impetigo	HIV
Ringworm	Influenza
Scabies	Measles
Chicken Pox	Meningitis

Diarrhoea
German Measles
Glandular Fever

Mumps
TB (Tuberculosis)
Whooping Cough

The NSW Department of Health produces a detailed brochure on these and their treatment.

12. INTERVIEWS WITH THE PRINCIPAL AND TEACHING STAFF

Parents wishing to discuss matters regarding their child should, in the first instance, make an appointment with their child's class teacher.

Parents should ring the school to make an appointment, or write requesting an appropriate time to meet with the relevant staff member. The staff are aware that parents are busy and will make every attempt to accommodate parents' requests in this regard.

If a parent wishes to seek further advice, or the matter cannot be resolved, an appointment can be made with the relevant Stage Co-ordinator / Assistant Principal, the Deputy Principal or the Principal, depending on the level of concern.

13. OUT OF SCHOOL HOURS CARE (OSHCare)

Before and After School Care and Vacation Care are available at the school. The OSHCare Centre is managed by an outside organisation, PrimaryOSHCare. The program offers children innovative and supervised activities before they start and when they have finished school for the day.

Enquiries should be addressed to the Centre on: Phone 9972 3895 or 9982 2465

14. SCHOOL DEVELOPMENT DAYS

School Development Days provide an opportunity for staff to discuss and participate in training for curriculum initiatives as outlined by the Department, and to engage in school planning. School Development Days are held on the first day of Terms 1, 2 and 3 and parents are requested to make alternative arrangements for their children on those days.

15. CANTEEN

The canteen is managed by the Canteen Committee, a sub-committee of the P&C. The school canteen opens 5 days per week. The canteen is open at morning recess and until 1.35pm at lunch-time. The canteen has achieved "Healthy

Canteen” accreditation, which means that it is committed to selling food which is low in fat and salt, and high in fibre.

15.1 Canteen Orders

Orders and the child’s name and class should be clearly written on a paper bag. All money should be put inside the bag. Children must bring their order to the canteen before school. Morning tea items do not need to be ordered except if a sandwich or jaffle is required. Monitors take lunch orders to the classroom.

15.2 Canteen Staffing

The canteen is staffed on a volunteer basis with a paid supervisor. Without the commitment and effort of parents the canteen would not be able to open. Profits from the canteen return to the school in the form of educational material and equipment. For more information contact the canteen supervisors on 9944 0553 or 9971 8819.

16. VOLUNTEER WORKERS OR VISITORS TO THE SCHOOL

All visitors to the school, including parents assisting with the reading program, are required for insurance purposes to sign in when they arrive at the school.

The attendance books for this purpose are located in the main office and in individual classrooms. It is the volunteer worker’s or visitor’s responsibility to ensure that they sign this book, as it is essential for successful insurance coverage.

Canteen helpers are required to sign the attendance book located in the canteen, again for indemnity purposes.

All volunteers are required to complete the “Prohibited Persons Declaration”, issued from the office.

17. ATTENDANCE POLICY

- The Education Act (1990) states, “It is the duty of the parent/care-giver of a child of or above the age of 6 and below the age of 15 to cause the child to be enrolled at a government school ... and to attend the school at all times when the school is open for instruction or participation in school activities.” Parents are asked to not plan holidays during school term.
- The class roll is marked at the commencement of each day, and lateness and non-attendance are recorded. If children are absent from school for any reason, a note from the parent or caregiver must be sent to the class teacher the following day, explaining the reason for the child’s absence.
- In the event of a planned absence of over 5 days (e.g. for surgery), the class teacher should be informed prior to this occurring, wherever possible.

Please phone the school office **only** if your child is likely to be away for more than 3 days; otherwise a note on their return is sufficient.

- Children arriving late to school or leaving early are to be signed in or out at the office their parent/caregiver. This also applies to children leaving during the day and returning later, who must be signed out and in again by the parent/caregiver – they cannot wait at the gate or leave the school unaccompanied. All such absences are recorded in class rolls as “partial absences”. Parents are asked to make appointments with doctors, dentists, therapists, etc. out of school hours, wherever possible.

18. UNIFORM POLICY

School uniforms foster pride in the school, assist in the development and maintenance of harmony and good conduct, and reduce undesirable peer group pressure due to clothing differences. The school aims to develop in children an understanding of the importance of personal neatness, appearance, presentation and self discipline. The Wheeler Heights School community strongly endorses the wearing of the school uniform.

18.1 Summer and Winter Uniforms

Boys and girls have different Summer and Winter uniforms. Students are required to wear the appropriate full school uniform at all times. Years K-6 also have a sports uniform. Parents are advised of uniform details at enrolment. Students are required to wear plain black shoes, except on sports days.

18.2 Uniform Shop

The school has a Uniform Shop, which is managed by the P&C. The Uniform Shop sells uniform items at reasonable prices. Hours of operation are 8:30 – 9:30am on Fridays. Order forms can be downloaded from the school website.

19. K-6 HOMEWORK POLICY

Introduction

Students at Wheeler Heights Public School are provided with learning opportunities within and beyond the school. Homework is a valuable part of schooling. Its purpose is to support and enhance the learning program in the same way as interschool competitions, performing arts events and field trips.

Homework at WHPS is designed to:

- Reinforce and extend classwork
- Consolidate basic skills and knowledge
- Provide training for students in planning and organizing study time
- Develop a range of research skills in identifying and using information resources
- Reaffirm the role of parents and caregivers as partners in education and strengthen home-school links.

Responsibilities

Students can help by:

- Completing homework within the time frame set by the teacher
- Seeking assistance from parents and caregivers or teachers when required
- Ensuring their completed homework is an example of quality work

Teachers can help by:

- Providing quality homework activities that are related to class work
- Selecting tasks that are appropriate to the ability of each student
- Considering home obligations and extra-curricular activities
- Providing regular feedback to students and caregivers and suggesting strategies they can use to assist their children with homework.

Parents can help by:

- Taking an active interest in their child's homework and providing support when necessary
- Providing a suitable work area at home for study and homework
- Encouraging children to read and take an interest in current events
- Communicating with teachers any concerns about the nature of homework or extra-curricular activities that need to be taken into consideration.

Establishing a Routine

Kindergarten

In the first year of school at Wheeler Heights there is no formal homework. Students are acquiring reading skills and families are encouraged to participate in the home reading program. There are opportunities to contribute to classroom topics on a variety of occasions and in a variety of ways. Family activities and unstructured play are also valuable to a child's social and emotional development.

Stage One

Students in Years One and Two are given weekly activities which complement the classroom program. These should take no longer than 15 minutes per night and may include:

- spelling
- home reading
- a numeracy task designed to develop skill and apply the language of mathematics.

Stage Two

In Years Three and Four homework is intended to be completed independently by the student. Homework is designed to be flexible so that students have time for physical activities, specialist lessons and family time. Homework should not exceed two hours per week and will involve opportunities to:

- read for pleasure
- revise and consolidate skills e.g. mathematical operations
- research a class topic and may involve using a computer
- develop literacy skills.

Stage Three

In Years Five and Six students are developing study skills in preparation for high school. Many tasks are open ended to encourage students to pursue areas of personal interest.

Teachers continue to provide guidance and support for students who are practising for mastery. Students are expected to produce quality work which contributes to the class program. Physical activities and specialist lessons which take place outside school hours are particularly valuable at this stage of development and may replace homework. Homework consists of a broad range of activities including:

- research to develop general knowledge
- reading for pleasure and to develop critical literacy
- using a computer to complete work drafted at school.

At Wheeler Heights homework provides opportunities for students to practise and extend their learning and share their experiences with their family. It contributes to the development of self discipline and provides a foundation for more intensive study required in high school. At all times homework should stimulate students and increase their awareness of their community and the world beyond.

20. MEDICATION POLICY

The Medication Policy outlines the responsibilities of both parents and the school where a student has medical condition. A comprehensive policy document is available from the school office. The following is a brief summary of its contents:

20.1 Parent Responsibilities

- to keep the school fully advised as to the nature of any condition, the extent of the medication to be taken in school time and full contact details
- to educate their children in the use and administration of their medication
- to sign the formal indemnities required by the Department
- no child is to carry medication (asthma puffers excluded) without the knowledge and approval of the school
- To provide an emergency action plan where appropriate, e.g. for asthma, anaphylaxis

20.2 School Responsibilities

- to satisfy itself it has the resources to adequately care for each student and to manage their individual medication requirements.
- to provide supervision of students' medication
- to maintain a register of the administration of all medication
- to provide secure storage of all medication

The school does not accept responsibility for the administration of medication unless specific prior arrangements have been agreed. These arrangements would be undertaken on a voluntary basis by members of staff.

21. EXCURSION POLICY

Children's experiences beyond the classroom contribute to their growth and development. For some children such experiences, organised and implemented by

the school, are the most significant opportunities they have for integrated learning of living skills.

All excursions must have the approval of the Principal, who will consider the educational value of a proposed excursion in relation to the children's needs and the total learning program.

21.1 Permission of the Parent/Caregiver

Permission of the parent/caregiver for a child to participate in a specific excursion is always required in writing.

21.2 Exclusion for Unacceptable Behaviour

Children may be excluded from any excursion for reason of poor behaviour prior to an excursion, following consultation between the student, parent, teacher and the principal.

21.3 Excursion Fees

In the case of an excursion involving payment of money for fares or entry, 'a money to be paid by date' will be set and any money due must be paid to the school office by the stated date.

Refunds are generally not given, as costs (e.g. bus hire) are calculated on the total number of students expected to attend the excursion.

Where financial hardship would prevent a student participating in an excursion, the parent/guardian may approach the Principal in confidence and the school may provide financial support for such a student.

21.4 Students Not Attending Excursions

Excursions are considered to be an important part of the educational program for all students. If for any reason a child does not attend an excursion, the child is expected to attend school during the time of the excursion, unless the child is sick or the Principal has been advised of the child's absence and has approved the absence. Activities set by the class teacher must be completed by children who remain at school.

21.5 Parent Involvement in Excursion

Class Parents and/or other parents may be invited to attend and assist in school excursions.

22. SPORTS POLICY

22.1 School Sports Program

A comprehensive program of sport is offered for all students from Kindergarten to Year 6, including Gross Motor for Kindergarten and Year 1, and games and skills development for Years 2-6. Year 2 participate in a swimming program. Sports offered throughout the year include netball, cricket, tennis, volleyball, tabloid activities and modified games.

22.2 School Sports Carnivals

Kindergarten – Year 2 classes participate in an annual “Infants Sports Day”, generally held in Term 3. For students in Years 3-6, there are carnivals during the year for swimming, cross country and athletics. All children are encouraged to enter these carnivals and talented students may progress to representing the school at district, regional and state levels in PSSA competitions (see 22.3 below).

22.3 Competitive Sporting Teams

Wheeler Heights Public School is affiliated with the Pittwater Zone of the Public Schools Association (PSSA), which organises sporting competitions and carnivals for the extension of talented students. Sports offered in PSSA competitions are cricket, T-ball, softball, eagle tag, vigoro and netball. Talented students also have the opportunity to try out for various representative sports.

22.4 Team Selection Policy

Students in Years 4-6 are invited to trial for competitive teams. Students are selected for teams on merit by the teachers involved in the training of teams. Criteria used include natural ability, physical size, position played, school spirit, sportsmanship and commitment. Teachers use their knowledge, experience and professional judgement in selecting teams which are best able to represent the school and provide enriched learning experiences for participants.

It is the policy of the school that students who represent the school must at all times behave in an exemplary manner when travelling to and from the venue and whilst at the competition ground. Students may be withdrawn from a school team if their behaviour at school or at sport is not satisfactory.

At the commencement of the PSSA season, a fee to cover transport is charged to team members, payable in advance.

23. ACCIDENT POLICY

At school every care is taken to avoid accidents. This is achieved by both the enforcement of school rules and the provision of safe, supervised play areas. In the event of accidents involving children at the school the following procedure is followed:

- When accidents occur at school, first aid is administered by the relevant first aid officer
- If the child is admitted to the “school clinic”, their condition is monitored by staff until such time as either they feel better or a parent has arrived to take them home
- In the case of head or other serious injuries, parents are immediately notified by telephone and, where necessary, an ambulance is called.

24. ENVIRONMENTAL EDUCATION POLICY

Students, parents and teachers are actively involved in environmental activities at the school and in its surrounds. The school community regularly participates in bush regeneration and grounds maintenance activities, and is encouraged to

reduce, reuse and recycle. The school has an “eco-garden”, compost bin and worm farms. Students, through the SRC’s Environment Committee and the Bush Rangers group, play an important role in promoting environmental awareness and concern.

Environmental education is incorporated in the school curriculum for all students to:

- gain knowledge and understanding of environmental concepts on a local and global basis
- identify, clarify and analyse alternative views on environmental issues
- develop positive values and attitudes towards the environment
- recognise the responsibility of all Australians towards conservation and the environment
- be prepared to prevent misuse of resources.

25. PARKING AND ACCESS POLICY

This policy outlines the availability of access and parking within the school to both parents and staff during school terms.

- The safety of our students is of paramount importance
- Driving into the school by parents is not permitted during the hours of 8.00am to 4.00pm unless specifically authorised by the school
- Parking is restricted to authorised persons within the designated marked spaces during the hours of 8.00am to 4.00pm
- Vehicle movements within the school grounds must not exceed 10kph
- Parent parking within the school grounds at any time is undertaken at the risk of the individual
- Parking within the school grounds is only permitted where associated with school activities or unless specifically authorised by the school.

26. DISCIPLINE POLICY

26.1 Core Rules For Students in NSW Government Schools These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

“All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.

- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.” (DET, 2006)

26.2 Wheeler Heights Public School Code of Behaviour, based on the Core Rules

EXPECTATIONS	RIGHTS	RESPONSIBILITY	BEHAVIOURS
BE SAFE	I have the right to feel safe and secure in the classroom and playground at school.	I am responsible for working and playing safely with peers in the classroom and the playground.	<ul style="list-style-type: none"> • Behave in a responsible and safe manner • Know the 'in bounds' areas and be in the right place at all times • Use equipment safely • Be 'sun safe' • Respect nature and leave it where it is • Play without fighting, pushing or being rough
BE PROUD	I have the right to be educated in a caring and clean classroom and playground environment.	I have the responsibility of caring for others, my belongings, my classrooms and the playground environment.	<ul style="list-style-type: none"> • Represent your school with pride • Treat all school property with care and respect • Co operate with others • Wear your uniform every day with pride
BE POLITE	I have the right to belong and feel respected.	I have the responsibility to respect and cooperate with all the members of the school community. I have the responsibility to show tolerance and acceptance of others as we are all different.	<ul style="list-style-type: none"> • Be honest, respectful and courteous to everyone • Use appropriate language • Obey requests given by staff and school helpers • Move quietly and sensibly around school
BE FAIR	I have the right to speak. I have the right to be heard. I have the right to participate in school life.	I have the responsibility to listen and actively participate in school life.	<ul style="list-style-type: none"> • Never interfere with another child's learning • Include others in your games • Share equipment • Treat others as you would like to be treated yourself • Use conflict resolution skills • When necessary, ask peers, school leaders and teachers to help

26.3 Strategies used for dealing with unacceptable behaviour

The Wheeler Heights School Community believes that all children are good. From time to time some students exhibit inappropriate behaviour which the school, by its policies and practices, seeks to modify and extinguish.

In dealing with instances of inappropriate behaviour, teachers take into account:

- the seriousness of the behaviour
- the context in which it occurred
- the frequency and severity of previous instances of the behaviour
- the age and maturity of the child
- other relevant contextual issues

Staff deal with instances of inappropriate behaviour in a fair, proportionate and procedurally fair manner, preserving the dignity of the student. Students are never deprived of access to the curriculum because of inappropriate behaviour, unless that behaviour threatens their own safety or that of other students or staff. *See also Excursion Policy.*

Consequences

When a student makes inappropriate behaviour choices, possible consequences may include:

Playground

- No play if no hat- directed to sit in supervised shaded area
- Walking with duty teacher
- Time out from activity
- Withdrawal from playground for a designated time
- Recording name in Behaviour Register

Classroom

- Time away at time out desk, chair or space
- Withdrawal from activity within the group
- Reality Therapy Counselling by class teacher or referring teacher
- Communication with parents / parent meeting
- Time away in another classroom
- Referral to the Stage Supervisor, if the situation cannot be resolved or escalates

Whole School Environment

- Practising correct procedures
- Withdrawal from activity
- Completing activity in own time
- Verbal or written apology
- Replacing lost or damaged property
- Performing School Community Service
- Loss of privilege, including attending an excursion or representing the school at sport, choir, chess, etc
- Loss/suspension of leadership position
- Issuing of yellow slip (playground time-out)
- Issuing of red slip (half lunch in Time-out Room)
- Issuing of Grey reflection card after discussion with Principal or Deputy Principal
- Referral to Deputy or Principal

- Suspension, consistent with the Department of Education and Training's policy