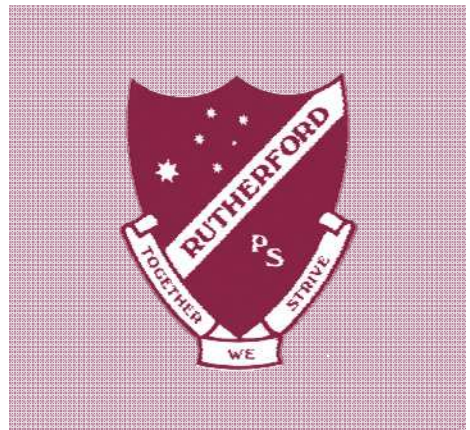


# RUTHERFORD PUBLIC SCHOOL

## PARENT INFORMATION BOOKLET



*Established 1985*

*A quality school  
serving  
children's needs*



# PRINCIPAL'S WELCOME

Dear Parents

I'm delighted that you have chosen Rutherford Public School for your child's education. The school, which opened in 1985, has grown steadily over the years. During that time, the membership of the school community may have changed but the belief in the totally-developed child has not. We value all components of academic, social, cultural and physical development and provide opportunities for the children to reach their full potential.

The dedicated, committed teaching, administration and support staff have contributed significantly to the school's overall development. This, along with interested and involved parents, has allowed Rutherford Public School to establish a fine reputation, both within the community and the City of Maitland.

This information booklet is designed to give you a clear understanding of the school and how it operates. We hope you find it informative.

May your association with Rutherford Public School be a long and happy one.

**JOHN QUINN**  
Principal  
Rutherford Public School

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# 1. GENERAL INFORMATION

The information presented in this booklet is intended to be helpful to you as your child enters our school. Rutherford Public School looks forward to a pleasant and harmonious relationship with you. In partnership, we aim to provide a happy learning environment where children feel safe and secure and work toward reaching their emotional, social, physical and academic potential.

Phone Number	(02) 4932 5900
Fax:	(02) 4932 4599
School e-mail address:	rutherford-p.school@det.nsw.edu.au
School Web page:	www.rutherford-p.schools.nsw.edu.au
Address:	PO BOX 312 RUTHERFORD NSW 2320 Weblands Street RUTHERFORD 2320

## KINDERGARTEN ENROLMENT PROCEDURES

Children who turn 5 years of age before 31<sup>st</sup> July are eligible to enrol for the following year of school. An “*Application for Enrolment*” form is completed, and proof of age (e.g. Original Birth Certificate), Immunisation history and Proof of Address must be presented to office staff. Other forms to be completed for school administration purposes are available from the office.

All Kindergarten children, regardless of their exact age, will commence school at Rutherford Public School on **Tuesday 1<sup>st</sup> February 2011**.

Please understand that groups may be subject to change during the first few weeks of Term One.

## GRADES 1 - 6 ENROLMENT PROCEDURES

Parents seeking enrolments for their children in Grades 1 - 6 should make an appointment to see the school Principal. Students enrolling in our local school area will need to complete an “*Enrolment Application Form*”.

Students seeking enrolment from out-of-zone areas will need to complete a “*Non-Local Primary School Application*” form. All non-local enrolment applications will be assessed by a school panel on a case by case basis. A place for out-of-zone applicants depends on availability of places and the individual merits of the application.

## TRANSFERS FROM THE SCHOOL

Parents should notify the school in advance either personally or by letter if a child will be leaving the school. The intended new address and school should be available if possible. On the child’s last day of attendance, parents are asked to come to the school to collect a transfer certificate for presentation at the new school.

## 2. RUTHERFORD PUBLIC SCHOOL PROFILE

Rutherford Public School was established in 1985. Prior to the opening of this school, all the students in this area attended the neighbouring Telarah Public School. Since 1985 our school population has grown steadily. There are presently 23 classes catering for students from Kindergarten to Year 6.

This includes an Opportunity Class. It is a Stage Three (Years 5 & 6) class that invites applications from across the district. Students who apply for the OC class are assessed and offered a place by the Department of Education's Selective Schools Unit. The remaining 22 classes are available for local students.

The school serves children in the Rutherford, Aberglasslyn and Windella Downs areas.

At Rutherford Public School, staff, students and parents share some common beliefs about children:

- All children learn at different rates and with different learning styles
- All children need to be equally and fairly treated
- Children learn most effectively when the learning is fun and meaningful
- Children should be encouraged to take risks in the learning process
- Parents have a vital role to play in supporting their children as learners
- Effective learning occurs when children are encouraged to make responsible choices and sound decisions
- Effective learning is when new knowledge builds upon what the children already know and what they can do
- Children are best supported in the development of talking, listening, reading and writing when teachers and parents actively encourage them to do so. This can be achieved by reading to the children regularly, by talking to them and by listening to what they have to say.

## 3. SCHOOL INFORMATION

### 3.1 SCHOOL PERSONNEL

#### School Executive:

John Quinn	Principal
Voula Hatzidimitriou	Deputy Principal
Robyn Dunford	Assistant Principal – Early Stage 1
Gavin Gillard	Assistant Principal – Stage 1
Kerry Ferguson	Assistant Principal – Stage 2
Dianne Tame	Assistant Principal – Stage 3

#### Permanent Teaching Staff:

Robyn Dunford	Kim Cummings
Debbie Bisby	Katrina Cameron
Janine Goldthorpe	Trudy Burns
Coralie Davis	Gavin Gillard
Margaret Day	Debbie Barnett
Anne Garnham	Gillian French
Shann Simpson	Sara Johnston
Paulette Evans	Dianne Tame
Deanne Brown	Ainslie Ledwos
Lyn Lupton	Bronwyn Campbell
Kadi Carr	Kim Beesley
Michael Dawson	Kerry Ferguson
Donna Sorensen	

#### Support Staff:

Denise Mills	School Administration Manager
Kerry Farley	School Administration Officer
Lynsey Andrews	School Administration Officer
Kerry Gebbard	School Administration Officer
Robert Lidbury	School Learning Support Officer
Anne Saxby	General Assistant
Julie Beard	School Learning Support Officer
JoAnne Dawes	School Learning Support Officer
Lisa Nealon	School Learning Support Officer
Sharon Jackson	School Learning Support Officer
Paddy Cook	School Learning Support Officer
Lesley Farley	School Learning Support Officer
Jody Lidbury	School Learning Support Officer
Chris Burnham	School Learning Support Officer
Sue Peak	School Counsellor

## 3.2 SCHOOL UNIFORM

### **Policy**

All students are expected to wear full school uniform at all times, in accordance with the school's uniform policy developed and endorsed in collaboration with our parent organisations. Support of parents is sought in this matter.

The wearing of the school uniform at Rutherford Public School is seen as a valuable agent in the development of the child as a total, contributing member of a special social group – the school family. Exceptions to the wearing of the uniform would be rare and it would only be on those occasions where it would be impractical because of the type of educational experience being undertaken at the time.

A good deal of thought has been given to the design, material types, availability, durability and costs so that families will not be disadvantaged.

### **Reasons for Encouraging the Wearing of School Uniform**

- The practice encourages pride in belonging to Rutherford Public School
- It assists in the maintenance of good tone and conduct
- The uniform makes far easier recognition for the child, teacher and community
- It establishes a useful relationship with the community and other schools
- Uniforms minimise the undesirable distinction of clothing standards
- Children present well as individuals, in groups or as a school body when attired in appropriate uniform
- The school has a Sun Safe policy that requires children to wear hats outdoors. Children may be excluded from some activities if they do not have a hat. Wide brim and bucket hats are recommended as providing the best protection.

### **Girls Official Uniform**

Maroon and white check pinafore (Crestaline)  
Ready-made uniforms available from Lowes Maitland  
Maroon Shorts  
Maroon Skorts (ordered through the P&C at the office)  
White school blouse  
White socks or maroon stockings  
Black footwear  
School Hat

### **Optional:**

Sandals for summer  
Maroon slacks in winter  
Maroon tracksuit pants in winter



**Boys Official Uniform**

Grey shorts or long trousers  
White polo necked shirt  
Grey socks  
Black footwear  
School Hat

**Optional:**

Maroon tracksuit pants

**Jumpers**

Maroon v-neck, zip-fronted Jacket or Chinook

**Sports Uniform**

School sport shirt and maroon shorts (Boys and Girls)  
Pleated maroon skirt optional for girls  
White socks  
Sport socks – maroon with two white stripes (available through the P&C at the office)  
Maroon tracksuit is an optional extra  
School Hat

**Please Note:**

The sports uniform applies to children from Kindergarten to Year 6.

**Hats**

Maroon Wide Brim Hat - can be purchased from the school  
Maroon Bucket Hat - can be purchased from the school

**THE COMPLETE SCHOOL UNIFORM CAN BE PURCHASED FROM LOWES AT MAITLAND**

**LOST PROPERTY**

Some children lose items of clothing and other property. If this property has no name on it, it is difficult to return.

**PLEASE CLEARLY MARK ALL EQUIPMENT/CLOTHING.**

Items found but not claimed are placed in the lost property box located outside the administration area. Parents and children wishing to examine the lost property for missing items should look in the lost property box. Items unclaimed at the end of each term are placed in the school clothing pool. The school clothing pool is administered by a P&C representative. The school clothing pool operates every Tuesday afternoon. Parents are encouraged to make use of this pool as the need arises.

### 3.3 SUN SAFE POLICY

As part of the school's sun safe policy, we have a NO HAT, PLAY IN THE SHADE rule. It is expected that all students will wear a school hat when they are outside in order to reduce the risk of sun exposure. Students without hats are directed to play under the shaded COLA (covered outdoor learning areas).

### 3.4 SCHOOL HOURS & SUPERVISION

#### School Hours:

8:45am	Morning Supervision
9:10am	Morning Learning Session begins
11:20am	Supervised eating with class
11:30am	1 <sup>st</sup> Half Lunchtime Play in set playground areas
11:50am	2 <sup>nd</sup> Half Lunchtime Play in set playground areas
12:10pm	Middle Learning Session
1:40pm	Afternoon Tea, Play in set areas
2:10pm	Afternoon Learning Session
3:10pm	Dismissal

For those students who need supervision out of school hours, before and after school care is available adjacent to the school. (see section 3.12)

#### Morning Routines:

- Parents are requested to ensure students **do not arrive at school before 8:45am** when teacher supervision commences, unless attending teacher-determined sport training or cultural rehearsals.
- Students arriving before 8:45am remain seated in the quadrangle area.
- No ball games commence before 8:45am.
- On the 8:45am bell, students put their bags in designated areas near their classrooms and move to the supervised areas to play.

#### Afternoon Routines:

- Students are dismissed at 3:10pm and leave the school immediately by the most suitable gate, walking directly home.
- Students crossing the road to walk home are assisted by the crossing supervisor.
- It is illegal to park across the school driveways.
- Parents are requested to observe the limited parking signs in front of the school.
- A teacher is on duty until the last school bus leaves.
- In the event of a parent being late, students will be supervised in the administration block. Parents or emergency contacts will be notified if delay is prolonged. Please make sure your contact details are correct.

### 3.5 LATE ARRIVAL/EARLY LEAVING

School hours are from 9:10am to 3:10pm. It is a legal requirement that parents give an explanation for a variation in attendance. If children arrive later than 9:10am, parents are requested to accompany them to the office to fill out a variation to attendance form (*blue note*). The form is then taken to the class teacher. An occasional late absence is understandable, but continual late absences impact upon the learning of children.

Similarly, if children leave early, parents are requested to go firstly to the office and fill out a variation in attendance form (*blue note*). This form is then taken to the class teacher when children are collected from the classroom.

We thank you for your ongoing support of this very important procedure as we have strict regulations governing the monitoring of student attendance.

### 3.6 SCHOOL STUDENT TRANSPORT SCHEME

If students are eligible for free bus travel, parents can obtain bus pass application forms from the office. Children living outside a radius of 1.6km from the school are entitled to free bus travel. Children from Kindergarten to Year 2 are entitled to free travel regardless of the distance.

It is important for the safety of all passengers that children behave responsibly on the buses. Parents are requested to regularly instruct their children on bus safety and responsible behaviour.

***All students travelling by bus must have a current bus pass or the equivalent bus fare.***

Children living more than 1.6km from the nearest bus stop are eligible for Private Vehicle Conveyance from their home to the bus pick-up point. Application forms are available from the school office.

All complaints should be made in writing to the relevant bus companies:

Hunter Valley Buses PO Box 161 THORNTON NSW 2322 02 4935 7200	Rover Motors 231 Vincent Street CESSNOCK NSW 2325 02 4990 1699	Sexton Coaches 203 Gresford Road PATERSON NSW 2421 02 4938 5251
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### 3.7 SCHOOL ADMINISTRATION OFFICE

The administration staff, work from 8:30am to 3:45pm daily, with the office being operational for business from 9:00am to 3:00pm. Whilst these are our operational hours, there will always be someone available for your enquiries.

## 3.8 THE SCHOOL NEWSLETTER

Please note that the School Newsletter is published every Monday and distributed to the youngest child in the family. The Newsletter is also published on the school's website and includes recognition of student achievement, weekly events, Parents and Citizens' Association and Canteen pages, excursion notices, information sessions or training activities for parents, community notices and prior notification of upcoming events.

The Newsletter is our major means of communication between the school and home so we ask that you ensure you receive a copy of the Newsletter each week and carefully read it. This will guarantee that you are kept up to date with school policies, procedures and activities, as well as having the enjoyment of reading about the wonderful efforts and achievements of our students, staff and parents.

Parents are now able to access the school newsletter via the school website at [www.rutherford-p.schools.nsw.edu.au](http://www.rutherford-p.schools.nsw.edu.au)

## 3.9 COLLECTION OF MONEY

Throughout the year, money is frequently collected at school as payment for student participation in excursions, visiting performances, sporting events and other educational programs. The policy serves to explain the expectations and procedures for collecting money for all educational events. **All permission notes and money for school activities and excursions are due as stated on the note supplied.**

When money is brought to school for various purposes, the correct amount should be placed in an envelope which clearly states Child's Name, Class & purpose for the money. All money should be handed in to your child's class teacher.

Although every endeavour will be made to do so, it may not always be possible to give change for money paid by parents at the school office. Likewise, it may not be possible to give a receipt on the spot. Receipts will be sent home at the earliest opportunity.

EFTPOS is available at the school office between 8:00am and 12:00pm. As set out by the Department of Education and Training Finance Directorate, strict guidelines must be adhered to. These include:

- No cash refunds or withdrawals
- Minimum transaction amount of \$10.00
- Card must be presented with signature verification
- EFTPOS transaction must have an OASIS Receipt

School Guidelines and Policy:

- EFTPOS operational times will be from 8:00am until 12:00pm. This is to allow staff the finalisation of daily financial procedures
- NO over the phone transactions
- No P&C transactions (hats, skorts, socks, stockings, fete, etc)

The installation of the EFTPOS machine is an extra procedure in our OASIS Finance process. Please keep this in mind as it will make receipting a slower process.

### 3.10 STUDENT ASSISTANCE SCHEME

In the case of financial difficulty, parents can apply for assistance from the Student Assistance Scheme. This scheme serves to provide financial assistance for excursions, events, competitions, performances, textbooks and uniforms. **If you are experiencing financial difficulty, please do not let this preclude your child from participating in valuable educational events.** The process is confidential and the funding is provided within the school budget to ensure equal access to educational programs and opportunities for all of our students. Student Assistance can only be granted once the appropriate form has been completed and the parent contribution to the cost of the activity has been made.

### 3.11 VOLUNTARY SCHOOL CONTRIBUTIONS

School Contributions were introduced in 1991 to cover photocopying costs, paper, art and craft equipment, etc. Money collected is used to buy equipment for your children to be used in classrooms. The school uses a very large quantity of paper for use by the children and for the publication of the weekly newsletter. The School Contribution has been set at \$25 per child or \$50 per family to help offset these costs. Parents are asked to pay the levy as soon as possible after the start of the school year. Parents may elect to pay this amount over four terms in four equal instalments.

### 3.12 BEFORE/AFTER SCHOOL and VACATION CARE

We are most fortunate to have the services of the Maitland Baptist Church Child Care Centre adjacent to the school. Supervision is available from 6:15am until 6:00pm daily. Vacation Care is also available. Maitland Baptist Church Child Care, offer a drop off and pick up service for children at Rutherford Public School. For further information, contact the centre on 4939 1840 (office) or 4939 1849 (after hours).

### 3.13 ADDITIONAL SCHOOL INFORMATION

#### CAKE DAYS

Cake Days are held during the year and are a P&C Fundraiser. Each class is rostered to provide cakes, biscuits etc. Children can purchase cakes during the morning prior to recess. Please note that toffees are not allowed to be sold at Cake Days.

**No cakes with peanut butter or peanut products due to allergies please.**

#### CAR PARKING

Parents are requested to use kerbside parking in Weblands and Dunkley Streets when calling for their children.

Children and parents **should not** walk through the teacher's car park. The staff car park is for **staff and disabled parking** only and is not available to parents because of congestion and safety concerns for our students.

## **CHANGE OF ADDRESS**

Please notify the school of any change of address, together with contact phone number, as soon as your details have changed. It is imperative that we have updated information in case of accident or emergency.

## **CLASSROOM REQUISITES**

Each classroom teacher will provide parents at the beginning of the year, or on enrolment, with a list of books, writing implements and other equipment needed by the children in that class.

## **COMMUNITY USE OF BUILDINGS**

The School Hall is used by a number of community groups to run activities such as Karate and Dance.

## **CUSTODY OF CHILDREN**

When children attending school are in the custody of one parent or guardian, a copy of the court orders outlining the conditions should be sighted by the Principal. It is important that this procedure be carried out in the interests of your child, so that the school is aware of the situation. The Department of Education and Training has guidelines that we are required to follow.

## **DENTAL CLINIC**

The Dental Clinic is now situated at Maitland Hospital. The contact phone number is 4939 2248.

## **DISABLED PARKING**

Disabled car parking is available near the fence outside the computer room for vehicles displaying their disabled sign. Please **only** park in these spaces if you must get out of your car and come into the school. If you are only waiting in your car to collect your children, please do not use the disabled parking area. The entrance to the ramp must be kept clear at all times.

## **EMERGENCY CONTACTS**

At the commencement of each year, new emergency contact reports are issued. It is of great importance that the school is able to contact parents during school hours in the event of an emergency. Any change in contact telephone numbers or relevant information during the year should be notified immediately to the school office. Please return these forms to the office with any changes.

## **EQUIPMENT LEVY**

With the continued rapid growth of our school, we charge an equipment levy to help offset the cost of providing each class with the appropriate equipment and resources. The levy ensures each child receives the best educational opportunities possible.

Each year schools receive an operational grant from the NSW Government which allows us to provide each child with a good basic education. In the past this has been supplemented by our P&C through fundraising and the Canteen, as well as Voluntary Contributions from parents.

Our P&C and School Council determined that an equipment levy for each child would be more equitable and reduce the pressure on our P&C to provide increasing funds to support our students. The levy will be used solely to provide equipment and resources for classrooms. The levy will remain at \$7.50 per child per term or \$30 each child per year. Kindergarten students are exempt from this payment as they purchase a Kindergarten Pack at the beginning of the year.

## **INTERNET ACCESS AND EMAIL**

Students are provided with an Internet and email account to enable learning opportunities. Parents will need to inform the school in writing if they **do not** want their child to have access to the NSW Department of Education and Training (DET) Internet and email facility.

## **MONEY**

Large sums of spending money should not be brought to school by children. Parents are asked to monitor this situation carefully. Unless there are very special reasons, it is considered that \$2.00 is the maximum that any child should have in spending money.

Money for specific items should be sent to the school in an envelope with the child's name, class, amount and what for, clearly written on the front. (refer to 3.9)

## **PHOTOGRAPHS AT SCHOOL**

Occasionally photographs are taken of students at school and may be used in Newsletters or on the school website. If you **DO NOT** wish your child to be photographed, please fill out page '8' of the enrolment form or supply the office with a written request if your child is not a new enrolment.

## **PLAY PROGRAM**

In the early years of school much of the children's learning takes place through play. Given the opportunity to learn through play our Infants children will:

- Experience success
- Interact and cooperate with others
- Develop relationships and improve communication skills
- Improve their physical coordination

Some forms of play your children will be involved in daily are:

- Creative: drawing, painting
- Natural: water, sand
- Imaginative: home corner
- Adventure
- Construction

The beginning years should be a valuable and happy time for young children and also provide a sound basis for their continuing education. If you have any inquiries regarding the Play Program, please contact the Infants Staff.

## **PROTECTIVE CLOTHING**

Children, particularly in Year 1 and Year 2, are encouraged to have an old garment to put on over their school uniform when undertaking Art and Craft activities. A large shirt is suggested. Kindergarten's painting shirts are supplied.

## **STUDENT BANKING**

The Maitland Mutual provide a school banking service for our students. Account application forms will be sent to all Kindergarten students in their information packs, and forms are also available from the front office.

Students place their deposit book and money into a Safety Deposit Box in the school office. The money is then collected on Thursdays by The Maitland Mutual, and bank books are then returned to school after being updated with the banking details. Children then come to the office to collect their completed bank books.

## SCHOOL HOLIDAYS

The school holidays for the next two years are:

	2011	2012
Summer Break	Thu 16/12/2010 & Fri 17/12/2010 – Term 4, 2010 SDD Mon 20/12/2010 to Thurs 27/01/2011 – Holiday Fri 28/01/2011 – Term 1, 2011 SDD Mon 31/01/2011 – Year 1 to Year 6 commence Tue 1/02/2011 – Kindergarten commence	Wed 21/12/2011 to Thu 26/01/2012 - Holiday Fri 27/01/2012 – Term 1, 2012 SDD Mon 30/01/2012 – Year 1 to Year 6 commence Tue 31/01/2012 – Kindergarten commence
Autumn Break	Mon 11/04/2011 to Mon 25/04/2011 Tue 26/04/2011 – SDD	Fri 6/04/2012 to Fri 20/04/2012 Mon 23/04/2012 – SDD
Winter Break	Mon 4/07/2011 to Fri 15/07/2011 Mon 18/07/2011 – SDD	Mon 2/07/2012 to Fri 13/07/2012 Mon 16/07/2012 – SDD
Spring Break	Mon 26 <sup>th</sup> Sep 2011 to Fri 7 <sup>th</sup> Oct 2011	Mon 24/09/2012 to Fri 5/10/2012
Summer Break	Mon 19/12/2011 & Tue 20/12/2011 – Term 4, 2011 SDD Wed 21/12/2011 to Thu 26/01/2012 – Holiday	Thu 20/12/2012 & Thu 21/12/2012 – Term 4, 2012 SDD Mon 24/12/2012 to Mon 28/01/2013 Tue 29/01/2013 – SDD Wed 30/01/2013 – Year 1 to Year 6 commence Thu 31/01/2013 – Kindergarten commence

## SCHOOL PHOTOS

During the year we arrange for individual, class and special group photos to be taken by specialists in school photography. Generally the photos are taken early in Term 2 and are distributed early in Term 3.

### 3.14 SCHOOL SONG

Together your hand in mine  
With friendships true our day will shine  
I'll help you reach your goal  
And I'll be helped in my chosen role  
As we journey on each day  
I'll stand by you for all the way

Chorus:

For Rutherford so fair and true  
Side by side in all we do  
We will hold our banner bright  
Loyal to maroon and white  
Yes, we'll hold our standard high  
For Rutherford we'll always try  
So to keep our goal alive  
Together, together  
Forever we will strive

Words and Music by  
David Hartnett (Principal 1985) and Ruth Davis (Teacher)



### **3.15 SCHOOL PLEDGE**

Our days will be happier if  
Together We Strive  
To make Rutherford Public School  
A happy and safe place  
To work and play  
And realise that  
We are responsible  
For our actions  
Let us work to make our School  
The best place to be in.....

### **3.16 RIGHTS and RESPONSIBILITIES**

***As a student at Rutherford Public School I have the right:***

- To be happy and treated with respect
- To be safe
- To know my belongings are safe
- To hear and be heard
- To learn

***Others have the same rights as me so these are my responsibilities:***

- I will not hurt other people's feelings
- I will play safely and not hurt or threaten others
- I will not touch other people's belongings without permission
- I will listen and not disturb others
- I will do my best to learn and I will not interfere with other people's learning

## 4. STUDENT WELFARE

### 4.1 IMMUNISATION

The Department of Health recommends that children entering school be fully immunised. This is particularly important because your child will be coming into contact with many children and infection can spread easily.

Children starting school who have not already had booster immunisation should have those immunisations outlined by the National Immunisation Program. Please contact the Community Health Centre or your family doctor for details. Dates and times of clinics can be obtained from the local Council. Please keep a written record of your child's immunisation as it must be presented to the school upon enrolment.

**Please note:**

Children who have not been fully immunised may be excluded from the school should an outbreak of an infectious disease occur.

### 4.2 ALLERGIES, DISABILITIES, SPECIAL MEDICAL CONDITIONS

It is very important that all information about special medical conditions, allergies, physical disabilities or other health concerns is given in written form to the school. Information is recorded on the Student Welfare Card. If we do not know about these issues, your child's health and safety could be jeopardised. Some students may require an individual health plan to ensure the safety of the student during school hours.

**If medical or health circumstances change, please notify the office to ensure all information is current.**

### 4.3 ADMINISTERING PRESCRIBED MEDICATION AT SCHOOL

Parents of children who require prescribed medication to be administered at school **must** complete a REQUEST FOR SUPPORT AT SCHOOL OF A STUDENT'S HEALTH CONDITION. The Principal will provide the form to the parent.

Students **must not** carry medications unless there is a written agreement between the school and the student's parents that this is a planned part of the student's health care support. Except in an emergency, only individual staff members who have volunteered and been trained, will administer prescribed medication to students. The Principal will oversee the implementation of the course of action that has been determined as necessary for the support of the student's health needs.

Medication must be handed immediately to the office staff upon arrival at school. Parents should supply quantities of the medication, where possible, on a weekly basis in a container dispensed by a Chemist, labelled with the student's name, details of medication and dosage including time to be administered and storage conditions. Most Chemists will print an additional label and put it on a small plastic bottle to be used as a school dosage container. Medication will be kept in the Office until the required time. It is the child's responsibility to report to the office when medication is needed.

In general, **schools do not administer medication which has not been specifically requested by a medical practitioner** for an individual student for a specific condition. In some cases the medical practitioner may not write 'a prescription' for such medication because it may be available 'over the counter'. NSW Health advises that this does not mean that the medication is not potentially harmful and that schools should follow the same procedures for such medications as for 'prescribed medications'.

Where students have acute health needs, individual "Health Care Plans" may be developed for students. Health care plans must be developed for students who:

- are diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or
- are diagnosed as being at risk of an emergency and/or
- require the administration of health care procedures

Asthma kits containing Ventolin are kept at school as part of our first aid kits. Ventolin, is given to known asthmatics who have forgotten their medication and whose condition is documented on the Student Welfare Card. Parents are contacted by phone, where possible, before the medication is administered.

## 4.4 ASTHMA MEDICATION

It is especially important that the school has a record of all students who suffer from asthma. An Asthma Management Plan needs to be worked out and documented in the event of an asthma attack at school. An Asthma Plan, completed by your child's doctor, must be provided to the school in order for us to administer medication.

We understand that asthma medication should be immediately accessible to students, but student use needs to be monitored.

We advise that a clearly labelled "puffer" and "spacer" be provided and left at school along with written instructions by parents on how it is to be used by the student at school. All puffers are to be kept in the school's first aid cabinet and not in the student's bag. Puffer usage by students must be supervised by a staff member.

In older students, we encourage immediate access and responsible use of asthma puffers, but staff must be notified by students when they use the puffer so that usage can be monitored. It is advised that parents regularly instruct their children on the correct and responsible use of asthma medication.

As an Asthma Friendly School, and as advised by Asthma NSW, puffers are administered at a rate of one puff to four breaths, and repeated according to the number of puffs required.

## 4.5 ACCIDENT/ILLNESS AT SCHOOL

Please provide the school with current emergency contact numbers, should you be unavailable in the event of your child becoming too ill to remain at school. In the case of separated parents, please ensure that access details are clearly defined so that staff can contact the designated parent. These contact phone numbers need to be updated regularly. If your child is ill before school, it is better for him/her to stay at home to avoid the spread of infection. When a child becomes seriously ill, or is seriously injured in an accident at school, medical attention will be immediately sought by the School Principal or his nominee. Parents are notified as soon as possible.

At other times a child may feel ill, but respond to a rest period in the sick bay, before returning to class. If your child becomes ill at school and needs to go home, we will contact you to collect your child. You will need to sign a form at the office before collecting your child from the sick bay area or classroom. The signed form needs to be presented to the class teacher to fulfil the legal requirements of attendance.

### **AMBULANCE COVER**

The school pays a comprehensive ambulance subscription which covers all children while in attendance at the school and on school excursions. This covers transporting injured students from the accident scene to hospital only and does not cover the return trip home.

### **Infectious Diseases**

### **Minimum Exclusion from School**

<b>Chicken Pox</b>	7 days after first spots appears. Sores must be scabbed over
<b>German Measles</b>	7 days after first spots appears
<b>Measles</b>	5 days after rash appears
<b>Mumps</b>	10 days after swelling appears
<b>Glandular Fever</b>	Exclude till fully recovered, or on receipt of medical certificate
<b>Hepatitis</b>	Exclude till subsidence of symptoms, or on receipt of medical certificate of recovery. Minimum 7 days after onset of jaundice
<b>Head Lice</b>	Hair must be treated with special anti-lice lotion or shampoo, available from a chemist and lice and eggs removed
<b>Conjunctivitis</b>	Exclude until discharge from eyes has ceased
<b>Impetigo</b>	Exclude until sores have healed. Child may return if treatment is being carried out and if sores are completely covered with a dressing
<b>Ringworm</b>	Exclude until treatment completed, supported by a medical certificate
<b>Scabies</b>	Exclude until treatment completed, supported by a medical certificate

### **Please note:**

In all cases children must be fully recovered before returning to school.

## 4.6 SCHOOL ATTENDANCE

All children are required by law to attend school from the age of 6 years. Some children attend school below the age of 6 years. Once a child is enrolled, it is expected that he/she will attend school every day. From the first day, regular attendance is important. Friendship groups are formed and play activities teach social skills that are very important for later learning. Research has shown one day away from school is equivalent to three days away, because of the catching up that has to be done, in addition to the present day's work. So, a child who is absent for 10 days, has effectively fallen 30 days behind the rest of the class.

The Department of Education and Training accepts few reasons for absence. In general they are:

- The child is too sick to leave the house
- The child has an infectious disease
- The child is incapacitated by injury and unable to move around the school
- Religious commitment or annual family holiday by arrangement with the Principal
- Emergency dental or doctor appointments (although after school is preferred)

If your child is absent from school, you need to:

- Ring the school if the period will be longer than three days
- Send a note with your child, on the first day back, to explain the reason for the absence

### **Please note:**

It is legal requirement that all absences be notified to the school within 7 days.

Written notes are also required for:

- Any absence (whole or part days) including arriving late or leaving early and leaving the school grounds
- Indicating a change of address/phone number or changes to living circumstance
- Medical problems and administration of medication
- Travel variations e.g. if someone different is collecting your child

## 4.7 SAFE TRAVELLING TO AND FROM SCHOOL

If there is to be any change in after-school arrangements for young students, please write the teacher a note. This can prevent unnecessary upsets. Should you need to make last minute changes, please phone the school on 4932 5900 and your child will be notified. This is especially important in the case of separated/divorced parents and differing access arrangements.

Please travel to and from school with your Kindergarten child. If this is not possible, please arrange for them to be accompanied by a responsible and reliable older brother or sister or neighbour. Small children feel secure when accompanied by someone they feel they can depend on.

## ROAD SAFETY MESSAGE

With more than a million young people heading off to school each day in NSW, school road safety needs to be in the minds of parents and other road users. Travelling in a car, walking across the road and riding on a bicycle are all ways that people can get seriously hurt on our roads. Children under 10 years do not have the skills to be safe in traffic environments. They should be accompanied to and from the school or bus stop and should not ride a bike to school. Please take note of the following recommended guidelines:

- Only children in years 3-6 are to ride a bike to school. (Permission will be granted to younger children in **exceptional** circumstances and on application to the Principal)
- Park outside the school gates and in the correct areas
- Pick up children on the same side of the road as the bus stop or school
- Cross at the marked School Crossing
- Never call your child across the road
- Make sure all children travelling by car are correctly restrained
- Make certain children use the kerb side door to alight from the car
- If your child rides a bike, ensure he/she wears a helmet at all times and in all places
- Do not allow your child, who is under ten years, to ride a bike on the road
- Helmets **must** be worn. Bikes **must** be walked in and out of school grounds and locked in the bike lock-up area provided

**Please note:** We discourage children riding scooters to school. If your child must ride a scooter to school, they are subject to the same rules as a bike rider.

## 4.8 STUDENT WELFARE POLICY & DISCIPLINE CODE

In line with Departmental policy, Rutherford Public School has developed a Student Welfare Policy and Discipline Code. This was achieved after much consultation with the community, P&C and staff in the school, to reflect the views of staff and parents at this school. The policy has as its main aim to recognise, value and develop each student as a complete and unique person in the context of society. The policy is regularly updated to reflect current procedures.

The Student Welfare Card documents relevant information on each student. It is used as the first point of contact in the case of emergencies, illness or notification of incidents at school. We request that it be updated regularly by parents. Please ensure that you keep the school informed of changed circumstances so that all information is current.

## **4.9 LEARNING SUPPORT TEAM & SCHOOL COUNSELLOR**

The school has a Learning Support Team comprising the school executive and school counsellor that monitor student performance, welfare and behaviour across the school. When students are experiencing difficulty in learning or their behaviour is causing concern, a referral can be made to the school counsellor by teachers or parents. Referrals can also be made in response to critical situations requiring sensitive counselling and support.

When a problem has been identified, the school counsellor meets with the student and conducts a range of diagnostic tests to determine his or her needs and abilities. Parents and class teachers then meet with the school counsellor and decide what action needs to be taken in response to the information gathered and resources available. The student's needs are then met within the school's programs and resources but some students are eligible to access district or state program options. Mrs Sue Peak is our current school counsellor.

## **5. EDUCATIONAL PROGRAMS**

### **5.1 HOME and SCHOOL LIAISON**

Attitudes to learning and values are formed at home. Parents are the first and most important teachers. Don't underestimate your value as a teacher and take an active interest in your child's school life.

Your children are very important to us and we will do our best to give them a good start to school life. The quality of relationships established between adult members of the school community will impact positively upon the quality of life and learning within the school.

To help children achieve their best, it is helpful for us to know as much as possible about them. We ask you to communicate frequently with us and let us know about any situation at home which may affect their learning or behaviour at school. Changed situations like family illness, a parent being away or changes in family living arrangements or circumstances may affect the emotional wellbeing of children and thereby impact on their learning. If we know about these issues, we can understand your children's needs and support them while they are at school. Send a note to your child's teacher or arrange a meeting to discuss issues of concern. If talking about your child to any of the staff, it is preferable if you do so when your child is not with you.

Maintain a positive attitude to school and build up supportive relationships with staff and other parents. Contact us early if you have any concerns about your child at school or incidents that happen. When we work together, we can sort things out much more quickly to the satisfaction of all concerned.

### **5.2 EDUCATIONAL ORGANISATION**

The Principal and Deputy Principal manage all the school's educational programs and administrative and organisational procedures across the school. They are actively involved with teachers and students in the educational, cultural, environmental and sporting programs at the school. They are available to discuss the welfare and learning needs of all students.

Currently the school is organised into 23 classes from Kindergarten to Year 6, spread out across the school site. Teachers work together in grades and stages to plan and implement educational programs for the students in their classes. The classes are organised into grades within the four stages of learning. Kindergarten is Early Stage 1, Year 1 – 2 is Stage 1, Year 3 – 4 is Stage 2 and Year 5 – 6 is Stage 3.

The Executive Staff supervise each learning stage and support and mentor the teachers in those stages. Executive teachers are available to discuss the learning and welfare needs of the students in the classes of the teachers that they supervise.

Support Teachers work with teachers to assist students with additional learning needs.



## 5.3 CURRICULUM: Key Learning Areas

The Board of Studies sets the syllabus standards that all NSW schools must follow. There are syllabus documents in six Key Learning Areas that primary schools are mandated to teach. All syllabus documents are organised into a framework of learning outcomes and indicators within the four developmental stages: Early Stage 1 (*Kindergarten*), Stage 1 (*Years 1 and 2*), Stage 2 (*Years 3 and 4*) and Stage 3 (*Years 5 and 6*). Your child's class teacher is available to discuss in detail the standards and content of the teaching/learning programs of the stage at which your child is working.

The six Key Learning Areas (KLAs) are:

1. ENGLISH: Talking and Listening, Reading, Writing

- Involves the development of skills needed:
  - to listen and communicate effectively in a variety of contexts
  - to read widely with understanding and enjoyment
  - to spell accurately
  - to write grammatically in a variety of forms
  - to critically analyse and respond to literature

2. MATHS: Number, Space, Measurement

- Involves:
  - learning the basics of number, space and measurement concepts
  - developing skills of calculating, reasoning, predicting and verifying
  - gaining a foundation for future study in Mathematics

3. HUMAN SOCIETY and its ENVIRONMENT (HSIE)

- Involves:
  - developing investigation, communication and social skills
  - gaining knowledge and understanding about the history of Australia, its geography, social institutions and place in the world
  - developing a commitment to maintaining and improving the environment
  - exploring, comparing and appreciating religious and moral beliefs and values
  - learning about cultures and languages

4. SCIENCE and TECHNOLOGY

- Involves:
  - learning skills of enquiry, investigation, design and problem solving
  - gaining knowledge and understanding about natural and built environments, and people's interaction with them
  - acquiring a knowledge of design process
  - understanding the interaction of technology and society

5. CREATIVE and PRACTICAL ARTS: Music, Visual Arts, Dance, Drama

- Involves:
  - developing technical competence and skills in designing and performing
  - learning appreciation and self-expression in visual and practical arts

## 6. PERSONAL DEVELOPMENT/ HEALTH/ PHYSICAL EDUCATION (PD/H/PE)

- Involves:
  - learning to develop an active and healthy lifestyle
  - developing skills in interpersonal relationships and positive values, attitudes and beliefs
  - participation in regular physical activity including exercise, sports, games and gymnastics

## **5.4 RELEASE FROM FACE TO FACE TEACHING PROGRAMS**

Across the school there are a range of quality educational programs in which students participate, interwoven into the school's organisational structures to enhance learning opportunities and outcomes for students.

Each week, class teachers have two hours of release from face to face (RFF) teaching, to program and develop resources for teaching/learning activities, complete administrative duties and meet with parents. RFF Teachers are employed to take classes from K-6 and implement stage programs in Key Learning Areas to complement class teacher programs. All RFF teachers address outcomes and indicators from syllabus documents and complete assessment tasks in these areas.

## **5.5 OTHER PROGRAMS**

### **LIBRARY**

Rutherford Public School has a well-equipped library which is widely used by teachers and students across the school. With the support of the P&C and through a variety of fundraising activities, the school continues to purchase quality books and resources for teachers. The Library also has a range of computers which are used for research activities and technology tasks. Children require a library bag, which is available from the office in order to borrow books. They are encouraged to take care of these books as they are expensive to replace if lost or damaged.

The library is also open to students during lunchtimes.

### **COMPUTERS**

There are computers in each classroom across the school and a computer room with networked computers and most classrooms have either a data projector or an Interactive White Board.

Students have access to the Internet via the DET Portal login protocol. Once enrolled, students are issued with an individual e-learning account and password. Children have access to the Internet and an individual email account through a safe DET browsing filter. This means that a wide range of programs are available for students and teachers to use. Students are taught diverse technological skills from Kindergarten to Year 6. These skills include advanced keyboard, word processing and document enhancement skills, management of databases, spreadsheets and tables, research processes using CD ROMs, encyclopaedias and the Internet, email communication, power point presentations and interactive games skills.

## **SPORT**

Rutherford Public School has a long history of sporting success. We celebrate our students' successes and encourage the qualities of fair play, sportsmanship and consistent effort. All classes from Kindergarten to Year 6 participate in organised sports programs. All students are encouraged to enjoy sporting activities and participate at their own level of expertise.

Sports Day for Years 3 to 6 is on Friday morning in Terms 1 and 4, Friday afternoon in Term 2. Students are organised into four sporting houses and compete in a range of in-school activities. The school also has sporting teams that participate in interschool activities at district, zone and regional level. You will be advised of these activities as they occur.

Sporting programs for K-2 classes are organised by class or stage teachers and generally take place on Friday mornings. Students wear joggers and their sports uniform on nominated sports days.

Term 3 sport for all students is the 'Sport in Schools' program which is generally on a Thursday.

The sporting houses and colours are:

**Paterson**  
(Red)

**Williams**  
(Green)

**Hunter**  
(Yellow)

**Allyn**  
(Blue)

Parents of Kindergarten children will be advised during Term One as to which house their child has been placed in.

House point competitions are held at Athletics Carnival, Swimming Carnival and Cross Country.

In Term 1, a Swimming Carnival is held for students from Years 3 to 6 and students in Year 2 turning 8. In Term 2, a whole-school Athletics Carnival is held. Older students have the opportunity to qualify for participation in Zone, Region and State Carnivals.

The School Swimming Scheme is available for all Year 2 children in early Term 4 at Maitland Pool. It is run by Department of Sport and Recreation instructors.

## **5.6 STUDENT WELFARE and LEADERSHIP PROGRAMS**

### **PEER SUPPORT/BUDDY PROGRAMS**

Students in Year 6 are given the opportunity to mentor new Kindergarten students at the start of each year. These programs aim to provide support for our youngest members of our school and provide leadership for our older students. Our mentor students are carefully trained in appropriate conduct and behaviour with the Kindergarten students. Year 6 students work on social support.

## **CHILD PROTECTION PROGRAM**

Child protection is a sensitive and challenging area for school communities. Because children and young people are relatively powerless in abuse relationships, they rely upon responsible adults to intervene and assist them. The NSW Department of Education and Training (DET), as an agency responsible for the care and welfare of students, has a charter to protect young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature. The school is bound by legislation, to report any suspected abuse or neglect of children in cases where the school has reasonable grounds for such suspicions.

Through its schools, it is the role of the Department of Education and Training to:

- provide educational programs in child protection
- protect students from abuse and neglect and assist in the recognition of suspected child abuse and neglect
- provide on-going support for students within the normal duties of school staff

Child protection education aims to assist students to develop skills in:

- recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility

Through child protection education, children will learn:

- about feeling safe and their right to feel safe
- to recognise appropriate touching and inappropriate touching
- that appropriate touching is an important part of positive relationships
- that they have a right to say no to a person who touches them inappropriately or who threatens their safety
- that it is important to tell trusted adults about such situations
- that they may have to keep on telling people until they are believed
- that help is available to them in their communities

Research supports the idea that effective child protection education:

- commences at the point of entry to school
- deals directly with relevant aspects of sexuality
- includes practice scenarios which deal appropriately and specifically with child abuse

There is a need to use correct anatomical names to label specific parts of the body. Mandatory units of work may be viewed by parents at any time. If you **do not** wish your child to take part in the program, you need to put this in writing and present it to your child's teacher.

## **SPECIAL RELIGIOUS INSTRUCTION**

Visiting clergy and other volunteers conduct religious instruction for most classes every Tuesday. Children receive religious instruction in class groups not by religious denomination. They are expected to attend these non-denominational lessons. Students are excluded from this program only on written instructions by parents.

## **STUDENT LEADERSHIP**

School Leaders are elected from among Year 5 students at the end of each year. These students perform many important tasks in a variety of school functions, lead school assemblies, welcome and thank visitors and represent the school at functions outside the school. They are chosen by popular vote of the student body and are expected to provide an example of appropriate behaviour and attitude to the rest of the school.

## **5.7 SCHOOL ASSEMBLIES**

Assemblies are held on a weekly basis for Early Stage 1, Stage 1, Stage 2 and Stage 3 in the school hall. These assemblies are run by the students, with the student presenters reporting on school activities. Teachers are invited to speak to the assembly about any matters they wish to discuss with the students. Classes regularly present some aspect of their schoolwork to the assembly. Student awards are also presented at these assemblies. There is also a K-6 assembly on Monday mornings in the quadrangle.

Assemblies are a time to recognise the fine achievements of individuals and our school in general over the week. The School Pledge and School Song, along with other important songs, are a feature of the assemblies.

Whole School	Monday	9:10am	Quadrangle
Early Stage 1/Stage 1 Assembly	Friday	9:30am	Hall
Stage 2 Assembly	Wednesday	1:00pm	Hall
Stage 3 Assembly	Thursday	1:00pm	Hall

Please see weekly newsletters for exact dates and times, as our assemblies have to be flexible to allow for changes in routines. Parents are always welcome to attend.

## **5.8 HOMEWORK**

The school's Homework Policy has been designed to encourage students to undertake a reasonable amount of homework from Monday to Thursday commensurate with their age and developmental level. Homework is an experience whereby each child should reach a stage of responsible self-direction and is designed to support work in class.

Homework is set by class teachers and will be outlined to parents by the teacher at the beginning of the school year. The focus of homework and the time to be taken to complete activities will vary through the stages. Please discuss homework issues with the class teacher.

## **5.9 EXCURSIONS**

Educational excursions or performances are planned as experiences to supplement and extend class and school programs. Our excursions are planned for the whole school, classes or stage groups.

If, for some particular reason, a parent does not wish his/her child to participate in any excursion, visit or performance, this information can be conveyed to the Principal. It is realised that at times the cost factor of excursions can cause some difficulty. However, our aim is that all students participate in what is often an integral part of the learning process. Please contact the Principal if there is a financial concern so that arrangements can be made for part payment or deferral of payment.

A permission note signed by a parent or guardian will be obtained and is necessary for all other excursions and activities.

The school (through the Principal) reserves the right to exclude a student from any excursion, visit or any activity if there is considered to be some safety or behaviour problem which could create difficulties. Parents will always be involved in this decision.

## **5.10 REPORTING TO PARENTS**

In line with updated Department of Education and Training policies, the school has a reporting system to show parents their child's progress in relation to the expected stage outcomes in the six Key Learning Areas. A variety of assessment tasks and tests are designed throughout the year, as part of the regular class program, and work samples will be collected to demonstrate the level of attainment towards the outcomes.

At the beginning of the school year, class teachers will outline their class routines and teaching programs to parents in an information session. Stage outcomes, class priorities and teaching/learning strategies will be discussed and assessment processes explained.

The formal reporting process will include:

- Written Student Reports at the end of Term 2 and Term 4, based on student progress in relation to stage and grade syllabus expectations
- Parent-Teacher Interviews towards the end of Term 2 to discuss students and report on progress

Parents can make appointments with teachers at other times to discuss their children's welfare, performance and progress. As teachers have a range of teaching, school management and student supervision responsibilities, it is more convenient if the appointment times are negotiated with teachers. The Principal or Deputy Principal are also available to discuss parent concerns. Working together, as parents and teachers, will ensure the very best welfare and learning outcome for your child.

## 6. PARENT INVOLVEMENT

Research indicates that the link between home and school is a vital one for the child. Parental interest and involvement contributes greatly to the creation of an optimal learning environment for children. At Rutherford Public School, parent assistance is welcome:

- as a member of the Parents and Citizens' Association or School Council
- in the classroom as a parent helper
- on excursions
- at special days
- Athletics, Swimming Carnivals and Cross Country, as officials
- social events
- working bees
- canteen

If you are able to help in this way please contact your child's teacher. The Department of Education and Training requires all volunteers to complete a *'Request for Criminal Record Check, Declaration by Applicant'* and a *'Prohibited Employment Declaration'*. These forms are available at the school office.

### 6.1 SCHOOL COUNCIL

The School Council is the governing body of the school, comprising elected members from the parent body and school staff, community members and the School Principal. The Council formed during 1991 has decision making powers relating to the formulation of broad school policy, the preparation, approval and oversight of the school budget and management and use of school facilities by the community. The fundamental role of the School Council is to inform and direct continuous improvement to the school and its programs through its contribution to planning and evaluation processes. The Council is made up of four elected P&C members (including the P&C President) and appointed members of the community and three staff members (including the Principal). The Council meets a minimum of six times a year.

### 6.2 PARENTS & CITIZENS ASSOCIATION

Parents are encouraged to participate in a range of school activities. One way to participate is to support P&C activities and regularly attend meetings. The school has an active Parents and Citizens Association that supports the school in a wide range of activities. The P&C works to raise money for the school for the direct purchase of equipment for classrooms and improvement to school grounds. P&C meetings are held on the first Tuesday of each month at 6:30pm during school terms and provide a forum for parent discussion. The P&C attempts to keep parents informed on school issues related to their children as well as increasing understanding of wider educational issues.

**NEW MEMBERS ARE ALWAYS WELCOME**

## 6.3 SCHOOL CANTEEN

The school canteen operates five days each week, catering for children's needs at lunch and afternoon tea times. The canteen operates on the principles set down by the Department of Education and Training for the provision of healthy food. The canteen operates as an arm of the P&C and is staffed by volunteer labour from within the parent body. Volunteers are in constant need. If you can help for a couple of hours every few weeks, please ring the school or contact the Staff at the canteen.

Children should not bring large sums of money to school. The canteen will refer any child carrying large sums of money to the Office.

If you wish your child to have lunch or afternoon tea items, they **must** be ordered. Orders must be written on lunch bags and put in the post box at the canteen before school starts each day. Orders should be written on a paper bag with the child's name and class. Please do not tape or staple the lunch bag closed.

Kindergarten – Year 2 do not go the canteen during the first ten minutes of Afternoon Tea. An Afternoon Tea order needs to be placed in the same way as a lunch order. Credit orders and phone orders will not be accepted.

### **THANK YOU**

Thank you for reading this information book. We are very proud of our school and the high level of educational, cultural, sporting and environmental programs that are fostered by our teachers and supported by our parents.

We look forward to working with you this year to ensure your child takes advantage of all the wonderful educational opportunities at our school.

**The Staff at Rutherford Public School**