

SCHOOL INFORMATION BOOK



*Learning to Live
Living to Learn*

Riverbank Public School

Our Aims

At Riverbank Public School we aim to:

- I.*** ensure that quality teaching and learning are the central focus of every classroom
- II.*** provide students with the knowledge, understanding, skills and values to live and work in the 21st century
- III.*** provide a well-balanced education that values and supports the intellectual, creative, physical, social and emotional development of each child
- IV.*** ensure that students have appropriate information and communication technology skills to meet their educational needs
- V.*** cater for students from all backgrounds and draw strength from the rich, culturally diverse local community
- VI.*** assist students to develop the foundations for, and commitment to, lifelong learning
- VII.*** provide a safe, secure, disciplined and quality learning environment
- VIII.*** involve parents, caregivers and the local community in decision making and school events where possible

Welcome

Dear Parents and Carers

Welcome to Riverbank Public School.

Riverbank Public School opened in Term 1, 2015 and is located in the suburb of The Ponds in the north-west of Sydney. Set within spacious, landscaped grounds, and offering state of the art facilities, the school shares a site with The Ponds High School and is part of an innovative and energetic community approach to teaching and learning. The school has an emphasis on outstanding teaching and learning programs supported by ongoing professional learning of staff. Our school is a member of the Norwest Community of Schools. Focus is placed on the development of literacy and numeracy skills through Language, Learning and Literacy (L3), and Targeted Early Numeracy (TEN) programs and the use of technology to support and engage students in their learning process. A range of extracurricular activities are offered to extend and enrich student learning. Our rapidly growing student population will be 1100 in 2018, 80% of whom have a language background other than English. The school has three Multi Categorical K-6 support classes and encourages a holistic and inclusive approach supported by strong student wellbeing programs. Our Restorative Practice Framework provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community.

The partnership with parents and carers is highly valued and I trust this booklet will be helpful to you.

The staff and I encourage you to contact the school at any time you would like more information.

Kind regards

Jeanie Brown

Principal

School Times

Morning Bell

8.55am

Recess

K - 2: 10.30am - 11.00am

3 - 6: 11.00am - 11.30am

Lunch

K - 2: 12.45pm - 1.30pm

3 - 6: 1.15pm - 2.00pm

Afternoon Bell

3.00pm

Term Dates

Please refer to the school website for Term Dates

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

Public Holidays

Please refer to the school website for Public Holidays Dates

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

School Development Days

Our school has five School Development Days per year. On these days the staff is in-serviced using seminars on new policy and curriculum development. It is Department Of Education and Communities policy that our school runs these days each year. The days are usually held on the first Monday of Terms 1, 2 & 3 and the last 2 days of Term 4.

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

Communication

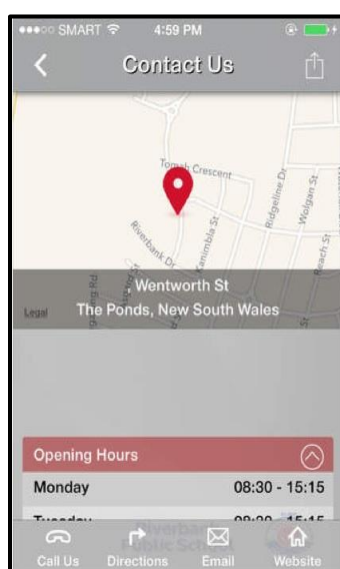
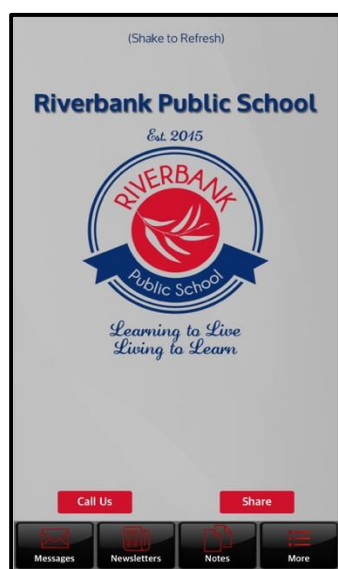
Apps for iPhone and Android

The Riverbank Public School mobile app is custom built to serve the needs of our school community, by improving communication between the school and its families it eases the need for paper sick notes and school newsletters.

This two way communication app means parents and the school staff can always be better prepared for the day ahead. This is of course in the best interest of our children.

The school's app has been built by parents for parents. These are the key benefits of our app;

- * Integrates all the different information portals and online services used by the school.
 - * Provides parents with an "At their fingertips" information source.
 - * Provides instant access to upcoming events that can be added to their phone calendar.
 - * Forgotten notes are a thing of the past, now parents can add the due date of permission notes to their phones calendar.
 - * Schools main form of communication is our newsletter and now parents can access current and past newsletters no matter where they are 24/7.
 - * Always keep your contact details up to date using the two-way Change of Details form to notify the office of changes to phone numbers or addresses.
 - * Never forget to send in a sick note again with our built in sick notes form.
 - * The school benefits too by making our content available in a way that parents want to receive it.
 - * Pop-up messages (push notifications) makes the instant communication of time sensitive items and whole school messages seamless and cost effective.
 - * Used multiple times a day by parents to ensure they are always up-to-date and well informed.
 - * No more lost notes in the bottom of the kids school bags ever again.
- Great care has been taken to provide a valuable service to meet the needs of our community.

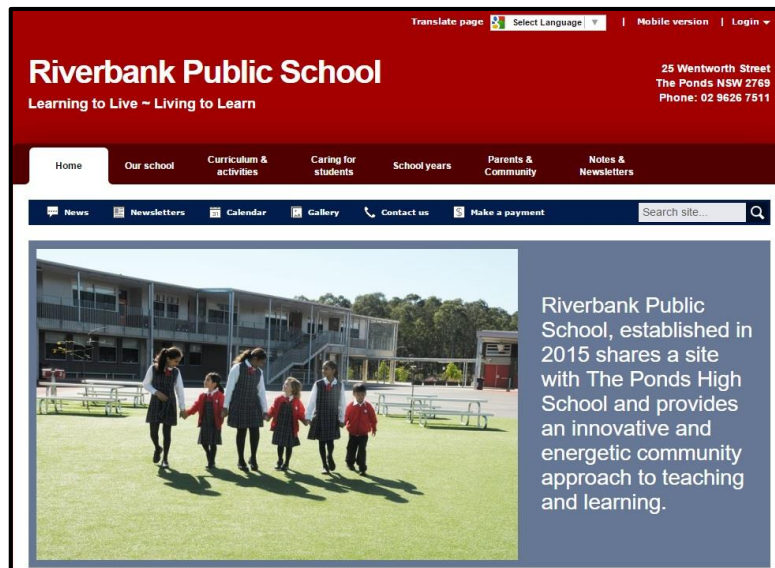


[Click here to Download Riverbank Public School App](https://itunes.apple.com/au/app/riverbank-public-school)

(<https://itunes.apple.com/au/app/riverbank-public-school>)

Website

Riverbank Public School has its own website where information is updated weekly. Some notes such as the Canteen Price List, Uniform Price List and our newsletter are all available online. It is also used to update parents on such things as carnivals and upcoming events.

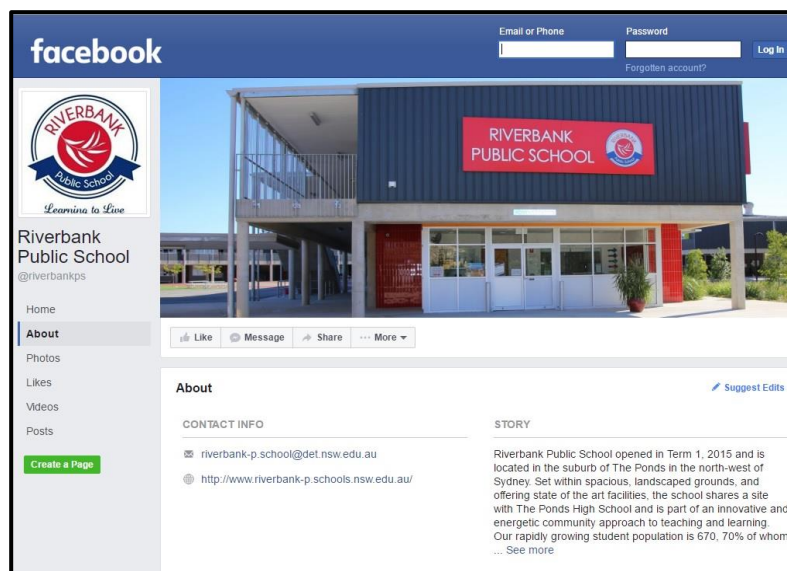


[Click here to access Riverbank Public School's Website](http://www.riverbank-p.schools.nsw.edu.au)

(<http://www.riverbank-p.schools.nsw.edu.au>)

Facebook

Riverbank Public School has its own Facebook page where we celebrate student's achievements. Parents are unable to post any news items, but can comment on reports and photos. The page is designed to keep the community up to date regarding all the wonderful things that happen at Riverbank Public School.



[Click here to access Riverbank Public Facebook Page](https://www.facebook.com/riverbankps)

(<https://www.facebook.com/riverbankps>)

Staff

2018

Principal

Mrs Jeanie Brown

Deputy Principals

Michael Kammerer

Mrs Elisa Baker

Assistant Principals

Mrs Cathy Thoroughgood
(ES1)

Mrs Renee Wilson
(Stage 1)

Mr Grant Rimmer
(Stage 2)

Mr Angus Lamont
(Stage 3)

Mrs Lisa Sereni
(Support)

Mr Ben Cain (Rel)

Mrs Garylene Neldner (Rel)

Miss Daniella Brunetta (Rel)

Classroom Teachers

Kindergarten

Mrs Cathy Thoroughgood

Mrs Jessica Matthews

Mrs Nicole Slater

Miss Sharna MacMasters

Mrs Angela Hannigan

Mrs Jordana Cooper-Durant

Mrs Larissa Jocabson

Ms Sharon Grice

Mrs Sarah Henman

Mrs Lorrinda Winthrop

Mrs Shirley Lie

Miss Rhiannon Walsh

Stage 1

Mrs Renee Wilson

Mrs Renae Muzikant

Miss Daniella Brunetta

Mrs Leah Felton

Mrs Jodi Seward

Miss Lisa Harvey

Miss Katelyn Stevenson

Ms Samantha Jones

Mrs Jaz Kement

Mrs Gina Griffiths

Mrs Jessica Muir

Mrs Emma Dawkins

Miss Katie Davis

Mrs Melissa Brace

Mrs Felicity Fisher

Mrs Nikki Moroney

Mrs Sandra Kafkis

Mrs Leda Khaliqi

Stage 2

Mr Grant Rimmer
Mr Stephen Trovato
Mrs Kate Martin
Mrs Joanne Kemp
Ms Leah Jones
Mrs Louise Worrall
Mr Wallace Chan
Miss Francesca Barraga
Miss Ashleigh Edwards
Miss Ashley Dennis
Mrs Sanjukta Banerji

Stage 3

Mr Angus Lamont
Mr Laurie Van Ryn
Mr Ben Cain
Mr Nathan Lee
Mrs Jessica Beard
Mrs Kylie Redman
Mrs Garylene Neldner
Ms Ruth Hendricks
Miss Georgia Maher

Support Classes

Mrs Lisa Sereni
Miss Alexandra Mahoney
Mrs Barbra Govender

RFF Music

**RFF Coding/Robotics
Librarian/s**

School Counsellor

Learning & Support Teacher

**English as an Additional
Language/Dialect
School learning Support
Officers**

**School Administration Manager
General Assistant
School Administration Officer**

Mrs Sue Rozanc
Mr Wallace Chan
Ms Samantha Jones
Ms Katie Whelan
Mrs Jennifer Kemp
Mrs Elaine Smith
Miss Jessica Shimmen
Mrs Tracie Campbell
Mrs Madhu Narayan
Mrs Corazon Marin
Mrs Konny Georgakopolous
Mrs Marianne Finadri
Mrs Belinda Sarina
Mrs Jenny Wardell
Mrs Michelle McDonald
Mrs Kerrie Langley
Mrs Rhiannon Smith
Mrs Jenny Newton
Mr Garry Charters
Mrs Jill Arundel
Mrs Jeanette Jeske
Mrs Joanne Smith



A-Z Guide

Address

25 Wentworth Avenue

The Ponds NSW 2769

Ph 9626 7511

Fax 9626 1001

E-mail riverbank-p.school@det.nsw.edu.au

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

Anaphylaxis

Anaphylaxis is a severe and sudden allergic reaction to certain foods such as nuts, shellfish or insect bites which can be life threatening. You must inform the school if your child has any known allergies. This is most important if an Epipen® has been prescribed, in which case a health care plan needs to be drawn up in consultation with medical practitioners.

A number of children within the school are at risk of an anaphylactic reaction triggered by nuts. To ensure the safety of these students, we request that nuts or products containing nuts are not brought to school. Foods labelled 'may contain traces of nuts' are allowed.

Students are educated to not share food or drink while at school.

Animals

Animals are not permitted on school premises at any time without the prior approval of the Principal. Parents who bring their pet to school to drop off or collect their child must wait outside of the school boundaries away from the pedestrian gates.

Annual School Excellence Assembly

Our Annual School Excellence Assembly is held in December of each year to recognise outstanding student achievement. School leaders for the following year are announced and other major awards are presented.

Assemblies

A fortnightly assembly is held on a rotating basis each Friday (Yrs 1&2 and 3-6). The assemblies commence at 2.00pm. Kindergarten will have assemblies on a Friday morning at 11.30am. Parents of the class presenting the assembly are invited to attend. An invitation is also extended to attend special assemblies throughout the year such as the ANZAC Ceremony. Notice of these assemblies is given in the newsletter.

Assessment and Reporting

Assessments focus on the progress of individual students with an emphasis on the achievement of outcomes related to each Key Learning Area (KLA). Assessments also set the direction for further teaching and learning.

Student progress is assessed and tracked on a continuous basis through observation, class or grade tests, discussion, work samples and selected diagnostic tests. Students in Years 3 and 5 are also tested at a national level in language conventions, reading and numeracy (NAPLAN). National testing is conducted in May.

A formal written report is provided by the school at the end of Terms 2 and 4. The content of this report is mandated by State and Federal Governments. Conferences involving the student, parent and teacher are organised to discuss student progress and future directions. In addition to this, teachers are available to discuss student progress at any time by appointment.

	Reporting Requirements
Term 1	<ul style="list-style-type: none">• Meet the teacher• Student Progression conference
Term 2	<ul style="list-style-type: none">• Mid -Year Reports
Term 3	<ul style="list-style-type: none">• Interview via appointment
Term 4	<ul style="list-style-type: none">• End of Year Reports

Attendance

In NSW all children between the ages of 6 and 17 years are legally required to attend school. Attendances are recorded daily.

All students should be at school before the bell rings at 9.00am. Students who arrive at their classroom any time after the 9.00am bell are required to collect a 'late pass' from the office.

Students will not be released at any time during the school day unless their parent or carer collects an 'early release pass' from the school office or provides written advice that the student is to be released into the care of another adult. Under no circumstances will students be released into the care of a person under the age of 18 years.

Parents or carers should ensure that their child attends school every day unless illness or exceptional circumstances prevent this from happening. Any absence from school should be explained in writing within seven days of the first day of any period of absence. The seven day timeframe for explaining absences is a requirement of the *Education Act 1990*. For convenience, absent notes can be completed and submitted through our app. Similarly, the school is required to inform parents and carers of unexplained absences or suspected truancy. Attendance, including lateness, is monitored regularly by the Department of Education and Communities (DoE).

The Department of Education does not accept family holidays and travel as reasons for exemption from school. An application for a *Certificate of Extended Leave for Travel* must be applied for through the school office. The application needs to be made a minimum of ten school days before travel and documents such as air/ship/train tickets; accommodation confirmation or a travel itinerary for domestic travel must be provided.

Students are not permitted on school premises prior to 8.30am and after 3.00pm unless they are attending Out of School Hours care (OOSH) or a school organised activity.

Students returning to school following an accident or serious illness require a Risk Assessment to be prepared to ensure that their return to school is safe and supported appropriately. Please contact the school office at least two (2) school days prior to your child's anticipated return. Medical clearance to return to school is required.

Before and After School Care

(also known as Outside of School Hours care - OOSH)

Before and After School Care is provided by Northwest Community Childcare (NWCC). NWCC is registered with NSW Community Services and is an accredited provider of before

and after school care. Rebates may be available through Centrelink depending on family income. Parents and carers need to liaise with and enrol their child directly with NWCC:

Coordinator: Kim Tsekeris

Office phone: 8678 0279

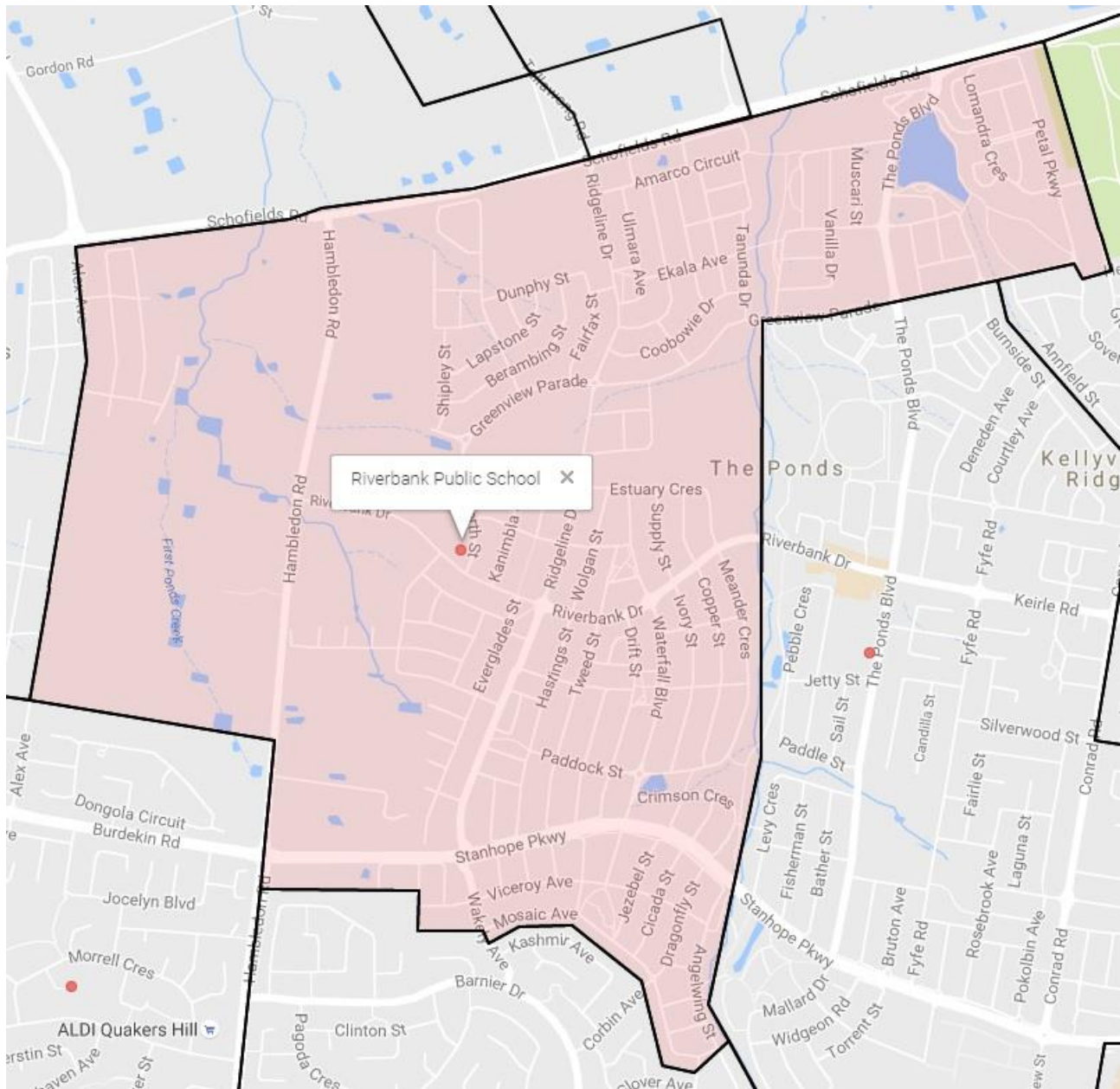
Email: nwcc@northwestcbc.com.au

Mail: PO Box 67

Quakers Hill NSW 2763

Boundaries

The catchment area for the school:



Click on the map for a more detailed map.

<http://schoolzones.net.au/nsw/schools/riverbank-public-school>

Canteen

Our canteen is operated by a private contractor, Classroom Catering. A copy of the menu and ordering procedures are available on the school website and in the Flexi-schools section of our app.

Car Park

The school car parks are for the use of staff, tradespeople and deliveries only. Street parking is available on Wentworth Avenue, Riverbank Drive and nearby side streets. A 'Kiss and Drop' zone is located at the front of the school on Wentworth Avenue.

Child Protection

As an agency responsible for the care and welfare of students, the DoE has a charter to protect the children and young people in its care from abuse and neglect. It is the responsibility of the school to provide child protection education for all students and to teach them protective strategies. Child protection education is taught as part of the Personal Development, Health and Physical Education (PDHPE) program.

Classrooms

Each Class Teacher has their own methods of encouraging good behaviour in students. If there are concerns with the child's behaviour, parents are invited for discussion at the school. The Class Teacher should be your first point of contact. Please liaise with the school office to arrange an appointment to speak with your child's teacher.

Code of Conduct - Staff

All staff must comply with the DoE Code of Conduct. This code sets out reasonable and acceptable behaviour required of officers of the DoE.

Concerns and Complaints

Your suggestions or complaints are valued as they enable staff to address your concerns and improve the quality of service we provide. We will strive to remedy problems promptly and deal with each matter fairly.

You can make a suggestion or complaint verbally or in writing. A form is available from the school office for this purpose. It is preferable that you give your name and sign your complaint as anonymous complaints can only be acted on in certain circumstances.

When a suggestion or complaint is received, it will be assessed in terms of its seriousness. We will acknowledge it and give you an indication of the likely timeframe for dealing with it.

To avoid unnecessary delays, it is important to try to deal with the correct person. A summary of personnel and their areas of responsibility is provided to families at the commencement of each school year.

If your concern is about your child's progress or behaviour, it is important to speak to the class teacher first. The class teacher is in a position to resolve most issues without more senior personnel needing to be involved.

Concerns relating to whole school operation should be discussed by appointment with the Principal.

Competitions

Students in Years 3-6 may participate in external competitions for English, Spelling, Writing, Computer, Mathematics and Science. These competitions are organised by International Competitions and Assessments for Schools (ICAS) and are conducted by Educational Assessment Australia (EAA) through the University of NSW. A fee is payable for each competition entered and a comprehensive analysis of results is provided for each student. Students are encouraged to enter other competitions as they arise.

Contact with Other Students

Please do not approach students to question or reprimand them in relation to incidents that have occurred at school. All concerns relating to the playground should be discussed with the Assistant Principal responsible for that stage. Issues arising from classroom events should be discussed with the class teacher.

Court Orders

The school must be provided with a copy of current court orders regarding access and custody of children. All information is treated confidentially. The school cannot enforce custody arrangements unless a copy of the court order has been provided.

Crunch and Sip

All classes stop briefly at approximately 10.00am for 'Crunch and Sip'. Students are encouraged to bring fresh fruit or fresh vegetables (may be cut up) and water to consume at this time. Only fresh food is allowed at this time. Fresh fruit/vegetables for 'Crunch and Sip' can be purchased from the canteen between 8.30am and 8.50am.

Curriculum

Teaching and learning programs are designed around DoE syllabus documents. The syllabus is mandated by the State Government of the day.

The Key Learning Areas (KLAs) are:

English

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

Mathematics

Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:

- Number and Algebra, e.g. whole numbers and fractions and decimals
- Measurement and Geometry, e.g. length, area and time
- Statistics and Probability, e.g. data and chance.
- They develop their problem-solving skills and mathematical reasoning and communication.

History

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

Geography

- Students investigate people, places and environments.
- They explore geographical concepts, such as place and sustainability, through real world examples and issues.
- Students learn how to acquire process and communicate geographical information using geographical tools and inquiry.

Creative Arts

Divided into four strands:

- **Visual arts** - students develop their knowledge, skills and understanding in making artworks. They also develop knowledge, skills and understanding in appreciating their own artworks and those of others, recognising some relationships between artists, artworks, audiences and how the world is interpreted.
- **Music** - students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures by singing, playing and moving, and in organising sound in musical compositions using musical concepts. They also develop their knowledge, skills and understanding in listening to and discussing their own music and that of others.
- **Drama** - students develop knowledge, skills and understanding in making drama by taking on roles and creating imagined situations, and in performing drama by actively engaging in drama forms. They also develop their knowledge, skills and understanding in appreciating their own dramatic works and those of others.
- **Dance** - students develop knowledge, skills and understanding in composing their own dances using the elements and contexts of dance and in performing their own dances and the dances of others from different times and cultures. They also develop knowledge, skills and understanding in appreciating their own dances and those of others.

Personal Development, Health and Physical Education (PDHPE)

- Children learn to understand value and lead healthy, active and fulfilling lifestyles.
- **Active Lifestyles** - students take part in a range of regular physical activities, examine the nature of a balanced lifestyle, explore options for recreation and develop the skills and attitudes necessary for an active lifestyle.
- **Dance** - students learn to communicate and express themselves through movement as they create, perform and appreciate a range of dance styles.
- **Games and Sports** - students learn basic skills progressing to games and sports-specific skills in non-competitive situations that aim to foster feelings of success and enjoyment.
- **Growth and Development** - students learn about the social, physical, cognitive and emotional changes that occur throughout their lives and the feelings, reactions and adjustments that may be associated with these changes.
- **Gymnastics** - students take part in activities that explore movement and develop some preliminary gymnastics skills.
- **Interpersonal Relationships** - students examine the nature of relationships and the factors that help or hinder their effectiveness.
- **Personal Health Choices** - students learn ways of making responsible decisions about health issues such as nutrition, hygiene and drug use and how to put their decisions into practice.

Science and Technology

- Students develop their skills in using processes of **Working Scientifically** and **Working Technologically** to answer interesting questions and develop creative solutions to important

21st century problems.

- They develop their curiosity and understanding about the Natural Environment and the Made Environment through learning about the Physical World, Earth and Space, the Living World, the Material World, Built Environments, Information and Products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

In addition to the Key Learning Areas there are special focus areas which are addressed and integrated with the 6 KLAs. They are:

- | | |
|--|-----------------------|
| * Drug Education | * School Libraries |
| * Environmental Education | * School Sports |
| * Multi-culturalism and EaLD | * Gender Education |
| * Aboriginal Education | * Gifted & Talented |
| * Anti-Racism | * Religious Education |
| * Rural & Country Education Strategies | |
| * Child Protection | |

While all the Key Learning Areas are important, teachers spend the greatest amount of time on English and Mathematics.

Learning is divided into four stages in primary schools:

Early Stage One: Kindergarten

Stage One: Years 1 and 2

Stage Two: Years 3 and 4

Stage Three: Years 5 and 6

More information about the K-6 curriculum is available at

www.bostes.nsw.edu.au/wps/portal/home.

Dangerous Items

Students are not permitted to bring any items to school that may cause injury or damage to any person or property. Any item considered dangerous or which may be considered a weapon will be confiscated and the child's parent notified. The possession of a weapon will result in a suspension from school.

Emblem



This emblem is a modern spin on the traditional Public School Crest. It features contemporary fonts and styling, ensuring it fits in with the modern surroundings of The Ponds suburb and new School. The feature illustration is of a Eucalypt branch/leaf. This feature has been chosen as there is a large nature reserve adjoining the school with many Eucalyptus trees.

Emergency Care

It is a requirement of the DoE that all personnel are trained in emergency care procedures every two years.

Emergency Contact Information

It is vital that the school is kept informed of your current home, work and mobile numbers and address.

Please ensure that the school office has an updated record of the name and phone number of two emergency contacts that we can reach if parents or carers are not available. This person could be another family member or friend over the age of 18 years who is willing to collect your child in case of accident or illness. The person nominated by you needs to be agreeable to being contacted in an emergency.

English as an Additional Language or Dialect (EAL/D)

For qualifying students whose first or main language is not English, we offer a specialist EAL/D program designed to develop skills in talking and listening, reading and writing in English. This program is conducted during normal school hours and may occur in the regular classroom in the form of team teaching or individually or in a small group in one of the special programs rooms.

Enrolment

Parents and carers are required to ensure that their child is enrolled at school from the age of six to seventeen years. However, children may enrol at school earlier, provided that they turn five on or before 31 July of the year they enrol.

Applications to enrol are available from the administration office of any public school or on the DoE website at: www.det.nsw.edu.au.

Follow the links from 'Going to a Public School'. On initial enrolment at a public school, original or certified copies of your child's birth certificate, immunisation history statement and proof of residential address are required.

Excursions and Incursions

Excursions and incursions are a means of supporting and enhancing teaching and learning programs. Guidelines are provided by the DoE for the organisation of excursions. Parents and carers will receive separate notice of excursions or incursions, detailing cost, venue, purpose, times and travel arrangements. Copies of excursion information and permission notes are usually available in the newsletter and notes section of the school website.

Hats - Sun Protection

The broad-brimmed school hat is an essential part of our school uniform. In keeping with departmental sun safe policies, students who do not wear their broad-brimmed school hat will not be permitted to play or participate in sporting or other activities in the sun.

Home School Liaison Officers (HSLO)

Home School Liaison Officers monitor student attendance at all public schools. They may also be called upon to assist students and their parents or carers when students are not coming to school every day. Initially where there is a problem in maintaining regular attendance, the school's student welfare and counselling services will be used. When school personnel have difficulty restoring the regular attendance of students, the Principal or Assistant Principal will request the assistance of Home School Liaison Officers to support the school's attendance program.

Immunisation

The DoE supports the immunisation of children before they enter Kindergarten to protect them against outbreaks of infectious diseases. Prior to enrolment in Kindergarten, you will be asked to provide an Immunisation History Statement for your child that the school will copy and return.

Infectious Diseases

From time to time there are outbreaks of infectious diseases at school. If children contract an infectious disease they must stay at home until the infectious stage passes. Depending on the nature of the disease, the school may notify parents and carers of the outbreak so that families can be on the lookout for symptoms.

The following information has been provided by NSW Health:

Chicken Pox

Time from exposure to illness - 2 to 3 weeks

Symptoms - slight fever, runny nose and a rash that begins as raised pink spots that blister and scab. Can be more severe in pregnant women and newborns.

Do I need to keep my child at home? Yes, for 5 days after the rash first appears and until the blisters have all scabbed over.

How can I help prevent spread? Immunisation is available for children over 12 months of age. It is recommended for children over 12 years who are not immune.

Conjunctivitis

Time from exposure to illness - 1 to 3 days

Symptoms - the eye feels scratchy, is red and may water. Lids may stick together on waking.

Do I need to keep my child at home? Yes, while there is discharge from the eye.

How can I help prevent spread? Careful hand washing, avoid sharing towels. Antibiotics may be needed.

Gastroenteritis

Time from exposure to illness - depends on the cause - several hours to several days

Symptoms - a combination of frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.

Do I need to keep my child at home? Yes, for at least 24 hours after diarrhoea stops.

How can I help prevent spread? Careful hand washing with soap and water after using the toilet or handling nappies and before touching food.

Head Lice

Time from infestation to eggs hatching - usually 5 to 7 days

Symptoms - itchy scalp, white specks stuck near the base of hairs, lice may be found on the scalp.

Do I need to keep my child at home? No, as long as head lice management is ongoing.

How can I help prevent spread? Family, friends and classroom contacts should be examined and managed if infested. Please inform the school so that other parents can be notified.

Confidentiality is assured.

Impetigo (School Sores)

Time from exposure to illness - 1 to 3 days

Symptoms - small red spots change into blisters that fill with pus and become crusted, usually on the face, hands and scalp.

Do I need to keep my child at home? Yes, until treatment starts. Sores should be covered with a watertight dressing.

How can I help prevent spread? Careful hand washing.

Influenza

Time from exposure to illness - 1 to 3 days

Symptoms - sudden onset fever, runny nose, sore throat, cough, muscle and headaches

Do I need to keep my child at home? Yes, until they feel better.

How can I help prevent spread? Immunisation is recommended for the elderly and people with chronic illnesses.

Measles

Time from exposure to illness - about 10 to 12 days until first symptoms and 14 days until the rash develops

Symptoms - fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and last for 4 to 7 days.

Do I need to keep my child at home? Yes, for at least 4 days after the rash appears.

How can I help prevent spread? Immunisation (MMR) at 12 months and 4 years. Contacts that are not immune should not attend school or work for 14 days.

Ringworm

Time from exposure to illness - varies (may be several days)

Symptoms - small scaly patch on the skin surrounded by a pink ring.

Do I need to keep my child at home? Yes, until the day after the fungal treatment has begun.

How can I help prevent spread? Careful hand washing.

Scabies

Time from exposure to illness - new infections - 2 to 6 weeks, re- infections - 1 to 4 days

Symptoms - Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.

Do I need to keep my child at home? Yes, until the day after treatment has begun.

How can I help prevent spread? Close contacts should be examined for infestation and treated if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

Slapped Cheek (Erytherma infectiosum, Fifth disease, Parvovirus B19)

Time from exposure to illness - 1 to 2 weeks

Symptoms - mild illness, fever, red cheeks, itchy lace-like rash and possibly cough, sore throat or runny nose. Can cause foetal disease in pregnant women.

Do I need to keep my child at home? No, most infectious before rash appears.

How can I help prevent spread? Careful hand washing, avoid sharing drinks.

Whooping Cough (Pertussis)

Time from exposure to illness - 7 to 20 days

Symptoms - starts with runny nose, followed by persistent cough that comes in bouts. Bouts may be followed by vomiting and a whooping sound as the child gasps for air.

Do I need to keep my child at home? Yes, until the first 5 days of a special antibiotic have been taken.

How can I help prevent spread? Immunisation at 2, 4, 6 and 18 months and 4 years of age. A special antibiotic can be given for the patient and close contacts. Unimmunised contacts may be excluded from child care until the first 5 days of a special antibiotic has been taken.

Worms

Time from exposure to illness - several weeks Symptoms - itchy bottom

Do I need to keep my child at home? No

How can I help prevent spread? Careful hand washing, whole household should be treated.

Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

Internet

The Internet is a powerful teaching tool. All students have access to the Internet through classroom computers, library computers and the connected classroom. Teachers implement a sequential program of skill and attitude development that enables students to access the Internet in a safe and responsible manner. To access the Internet, parental permission must be given on application to enrol.

Jewellery

The wearing of most jewellery to school is prohibited for safety reasons as well as the risk of loss. Students with pierced ears must wear studs or small sleepers. Students wearing large or dangling earrings will be asked to remove them. Serious accidents have occurred when earrings have been accidentally caught on another person or object during play or sport. Necklaces and bracelets/bangles must not be worn other than for religious or health warning reasons and should be kept as small as possible. For safety reasons, students may be asked to remove these items during sport or other physical activity.

The school does not accept any responsibility for the loss or theft of jewellery if it is worn to school.

Lost Property

Lost property is generally handed in to class teachers or put into lost property storage under the COLA. To ensure that lost items can be returned, it is important that all clothing and items such as lunch boxes, drink bottles etc. are clearly labelled with your child's name.

Medication at School

From time to time, a student may need to have prescribed medication administered at school. It is preferable those students remain at home until a course of medication is finished or that a parent or carer attends the school when doses are required during the day. Dosages may also be timed to coincide with the start and finish of the school day.

Where medication must be taken at school, it is the responsibility of the student to ensure that they attend the office for administration. Medication other than asthma sprays must not be kept with students or in their bags.

Parents/caregivers need to provide written advice to the Principal using the forms which are available at the school office. To ensure that medication is administered safely and correctly, the following rules apply:

- Tablets and other medication must be in the original packaging with the prescription details clearly identifying the student's name and dosage.
- Written permission must be given for the administration of all medication.
- Non-prescription medication will not be administered.
- For severe accidents or illness that is not likely to pass quickly, contact will be made with either the parent or emergency contact.

Mobile Phones

Mobile phones are becoming an increasingly popular commodity for children and young people. If a student must bring a mobile phone to school for travel safety reasons, they are required to turn the phone off at the gate on entering school and hand the phone in at the front office. They are then responsible for its collections at the end of the day. The phone can be switched on after the student has left the school premises. No responsibility is accepted for loss or theft. Urgent messages for students can be left with administration staff who will pass them on to the classroom teacher.

Money

Money sent into school (for excursions etc.) must be enclosed in an envelope with student name and reason for payment on the outside. It should be handed to the class teacher, who will then forward the payment to the School Administration Office.

When sending cash, please send in the correct amount. When sending cheques, please ensure that the cheque is made payable to Riverbank Public School

National Assessment Program - Literacy and Numeracy (NAPLAN)

All students in Years 3 and 5 participate in a national testing program which takes place in May of each year. The tests assess student skills in reading, language conventions, writing and numeracy. A report on individual student achievement is provided to each parent or carer and also the school.

Nut Free Zone

We have children in our school who suffer severe allergic reactions to nuts.

Please do not bring the following to school:

Any nuts or sesame seeds

Peanut butter and nutella sandwiches

Chocolates containing nuts

Parent Involvement

Parents and carers are encouraged to take an active part in their child's education.

Assistance in areas such as class helpers, sport carnivals, P&C, library, excursions and performing arts activities is often sought, particularly in the early years of schooling.

Volunteers are required to undertake a Working with Children Check.

Please report to the school office to sign in and report back to sign out.

P&C Association

The P & C meets twice per term with one meeting in the morning and another in the evening. Dates and times are published in the fortnightly school newsletter. Everyone is welcome to attend. A nominal membership fee applies which enables parents to vote on issues raised.

View latest P&C news and events at

<http://www.riverbank-p.schools.nsw.edu.au/parents-community>

PLAN

PLAN is a government initiative to increase support for the teaching and learning of literacy and numeracy for our students.

PLAN includes a statewide Kindergarten entry assessment. The assessment will identify the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. This assessment will inform the quality teaching and learning programs that teachers implement in the early years of schooling. It will help them build on each child's current knowledge, skills and understanding. The selected aspects, and the ways they are assessed, recognise that children come to school with varied strengths, experiences and needs and from diverse communities and cultures.

Our Kindergarten teachers will provide parents/carers with written feedback from the assessment and with appropriate opportunities to discuss their child's literacy and numeracy strengths and needs. The information gathered through the assessment process will also be used to inform decisions about the provision of additional support for students and it will help our school to monitor student learning as they progress through school. The assessments will take place in the week prior to children entering Kindergarten as they are assessing what students are bringing to school, rather than testing what they have learned there.

PLAN will continue to be used in the years beyond Kindergarten to track student progress and inform teaching and learning programs.

Religious Education

General religious education is a component of the HSIE program. Special Religious Education (Scripture) is provided by authorised representatives of approved religious groups. Student religion is indicated on the enrolment form. Where no religion is nominated or scripture is not available for that denomination, students attend non-scripture classes.

Riding to School

Riding to school is permissible for students in Years 3 to 6. Parents should be confident that their child is capable of handling their bicycle or scooter on roads and that they are aware of the road rules. Students in K-2 are only permitted to ride to school if they are accompanied by an adult.





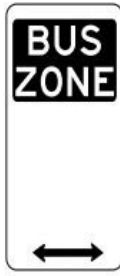

Students riding to school:

- must not ride their bike or scooter in the school grounds. Students need to walk with their bike or scooter until they are beyond the schools boundaries and are not likely to collide with pedestrians.
- must wear an approved safety helmet
- should have a lock and chain to secure their bike or scooter
- must store their bike or scooter in the designated rack
- should use a roadworthy bike or scooter and obey the road rules

If students fail to observe these conditions, parents or carers will be contacted with a view to withdrawing the right to ride to and from school. The school accepts no responsibility for the loss or theft of bikes, scooters or helmets.

Road Safety

Parents are requested to be most particular about observing the parking regulations that. You are requested not to double park and to follow the directions of the signs outside our school, which are there for the safety of your children.

<h2>Parking safely near the school</h2>	  Transport Roads & Traffic Authority		
<p>INFORMATION FOR PARENTS</p>			
<hr/>			
<p>Parking unsafely can put children's lives at risk. Increased fines and loss of demerit points apply when certain offences are committed in an operating school zone.</p>			
<p>Parking or stopping on or near a pedestrian crossing</p> <p>The minimum penalty of a \$344 fine and the loss of 2 demerit points applies for stopping or parking a vehicle on or near:</p> <ul style="list-style-type: none"> • A pedestrian crossing. • A children's crossing. • Any marked foot crossing. 	<p>The following behaviours put children at risk outside the school</p> <ul style="list-style-type: none"> • Calling children across the road. • Dropping children on the wrong side of the road. • Leaving children in a vehicle without adult supervision. • Double parking. • Parking in a bus zone or driveway. • Making an illegal U-turn. 	<p>Double parking</p> <p>The minimum fine for double parking is \$258 and the loss of 2 demerit points.</p> <p>Making an illegal U-turn</p> <p>The minimum penalty for making an illegal U-turn is a \$258 fine and the loss of 3 demerit points.</p> <p>Parking on the footpath</p> <p>The minimum penalty for parking on a footpath or across a driveway is \$143 and the loss of 2 demerit points.</p>	
 <p>The minimum fine for parking here is \$143 and the loss of 2 demerit points.</p>	 <p>The minimum fine for parking here is \$143 and the loss of 2 demerit points.</p>	 <p>The minimum fine for parking here is \$258 and the loss of 2 demerit points.</p>	 <p>The minimum fine for parking here is \$258 and the loss of 2 demerit points.</p>
<hr/>			
<p>For further enquiries www.rta.nsw.gov.au 13 22 13</p> <p>Move Ahead with Street Sense is a road safety education program delivered as part of the PDHPE program in all NSW primary schools</p>			
<p>March 2011 RTA/Pub. 11.0868 Stock No 4509 8052</p>			

For more information go to
[Road Safety](#)

School Philosophy
Restorative Practices

Restorative Practices form the relational basis for Quality Teaching and Learning at Riverbank Public School. Our Restorative practice framework, because of its explicit nature, offers a common language and practice capable of fostering healthy relationships. Student achievement is enhanced through Restorative values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains. The explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

When Things Go Wrong

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you may do to make things right?

When Someone Has Been Hurt

What did you think when you realised what happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do think needs to happen to make things right?

The process is empowering as it takes people from the past to the present and gives them hope for the future. It empowers them to make things right and heal any harm that has been done.

A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard and through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships

School Parliament

An important aspect of modern schools is the establishment of student ownership in the day to day operations within the school; be it roles and responsibilities within the classroom, jobs out in the playground and also having a say in ways to improve the school. With this in mind, Riverbank Public School has established a student parliament. The parliament is run by Year 6 students who will take on the roles of Speaker and Prime Minister. The other Prefects and House Captains will adopt portfolios within the school, such as Minister of Sport, Minister for Functions, and Minister for Transport etc. During parliament, all students at RPS will have the opportunity to address the parliament and make suggestions

of new things to be bought for the school, things that need changes, or things that need to be stopped.

Once the item is brought to the parliament's attention, the minister in charge of that area will take action on the issue under the guidance of school staff. The establishment of student parliament was an exciting step in the evolution of RPS, and we know the students relish the opportunity to have a larger say in how the school is run.

School Uniform

Riverbank Public School's uniform was designed in consultation with the school community. It was decided to have a Summer and a Winter version of the uniform. The Summer uniform is worn in Terms 1 and 4, whilst the Winter uniform is worn in Terms 2 and 3.

Sports uniform is only to be worn on the designated sport day unless otherwise specified. Hats are expected to be worn as part of the uniform each day. The school has a "No Hat, No Play" policy. Students are also expected to purchase and use the Riverbank Public School bag. Black leather school shoes must be worn for the purposes of safety. Sport shoes are only to be worn with the sports uniform. For any queries regarding uniform, please contact the school office.

Girls Summer Uniform

- summer tunic or summer shorts and pleated shirt
- plain white ankle socks with fold over top (not anklets)
- black polishable shoes
- red broad-brimmed hat bearing school emblem
- red zipped front fleecy jacket bearing school emblem (if required)
- black sport underwear or short bicycle pants may be worn under the dress if desired

Boys Summer Uniform

- white school shirt bearing school emblem
- navy tailored shorts- students are not permitted to wear cargo or shorts that sit below the knee
- plain white ankle socks with fold over top (not anklets)
- black polishable shoes
- red broad-brimmed hat bearing school emblem
- red zipped front fleecy jacket bearing school emblem (if required)

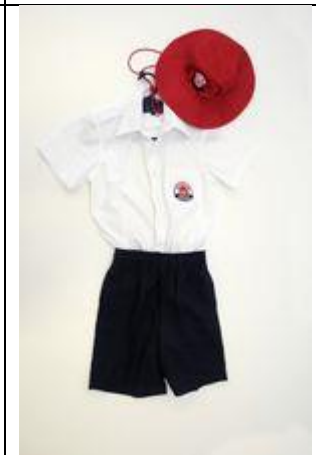
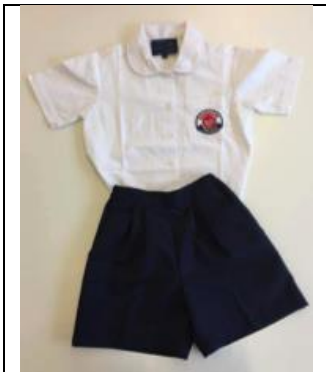
Girls Winter Uniform

- winter tunic or winter pants and pleated shirt
- white long sleeve shirt
- red tag tie
- navy tights or plain white ankle socks with fold over top (not anklets)

- black polishable shoes
- red broad-brimmed hat bearing school emblem
- red zipped front fleecy jacket bearing school emblem

Boys Winter Uniform

- white school shirt bearing school emblem (same as summer - boys may wear a white skivvy under their shirt in cooler weather)
- navy tailored trousers - students are not permitted to wear cargo style trousers or track pants
- plain white ankle socks with fold over top (not anklets)
- black polishable shoes
- red broad-brimmed hat bearing school emblem
- red zipped front fleecy jacket bearing school emblem



Girl's Summer Uniform

Boy's Summer Uniform

Girl's Winter Uniform

Boy's Winter Uniform



Summer Sport's
Uniform



Winter Sport's
Uniform



School Hat



School Bag

Sick Children

Children who are obviously sick before they come to school must be kept at home. Viruses and other illnesses can sweep through entire classes and teaching staff if parents have not kept their sick children at home. This causes significant disruption to the teaching and learning cycle and can be avoided by parents doing the right thing.

If your child reports sick to the office during the school day and it does not look like the illness will pass, you or your emergency contact will be asked to come and pick up the child.

Sport

Regular participation in physical activity is associated with a range of physical and mental health benefits both in childhood and adulthood. Active children become healthy adults and the school plays a key role in contributing to that outcome.

Sport is a compulsory and valued part of the school's curriculum and is an integral part of a child's development. Students will require written permission from their parent or carer if they are to be excluded from a sporting activity. A doctor's certificate is required for exclusion for a longer period of time.

The school is part of The Ridges Primary School Sports Association (PSSA) and we compete in The Ridges carnivals for swimming, cross country and athletics. Selected students in Years 3-6 also participated in a PSSA inter-school sporting competition each Friday in a variety of sports. We also participate in The Premier's Sporting Challenge. At different times during the year, students also have the opportunity to participate in clinics or other programs provided by external providers. There is usually a cost associated with this.

A school based sport program operates for all students from K-6 who do not participate in PSSA. Sport for Years 3-6 is held every Friday. Class teachers of students in K-2 will advise of their sport day. Students are required to wear their sport uniform on these days.

All students are allocated a sport house on enrolment and their names are:

- Piddington
- Tomah
- Boyce
- York



Mount Boyce - the highest point in the mountains and a major Bureau of Meteorology station.



Mount Piddington (Aboriginal Name Wirindi) - one of the highest peaks and famous for rock climbing.



Mount Tomah - famous not only for its height but also the Botanical Gardens.



Mount York - where Blaxland, Lawson and Wentworth first saw the western plains.

School Counsellor

School Counsellors are experienced teachers who are also psychologists. They assist teachers by strengthening the school's student welfare provisions and provide counselling and psychological or academic assessment for students with specific needs. Their work with teachers in the classroom is designed to improve student learning outcomes. Matters discussed with the counsellor are confidential between the student and the counsellor.

Parents or caregivers may make an appointment to discuss matters of concern with the school counsellor.

Student Transport

Bus Provider: Busways

Please refer to the timetable and bus routes for Riverbank PS on their website.

Bus pass applications are available from the school office

Supervision Prior To 8.30am

Parents are advised that the school playground is unsupervised prior to 8:30am. Students should not arrive at school before this time. Students are asked to stay seated under the COLA area until the teachers are on duty.

An Assistant Principal will be on bus supervision from 3.00pm-3.25pm. Students have been shown where to meet after the 3pm bell so they can be escorted on to the bus.

Values, Rules and Expectations

Values, rules and expectations are consistent throughout our school environment. This supports students, staff and community in knowing what is expected of them at all times.

At Riverbank we aim to

- **Be Respectful**
- **Be Responsible**
- **Build Relationships**

Our school values incorporate the 'Help Increase the Peace Keys' (HIP) to promote a harmonious, nurturing and challenging living and learning environment.

The HIP program offers a whole school approach to building relationships through communication, co-operation, trust building and conflict resolution.

GREEN KEY

Think Before Reacting by

- playing safely
- playing in bounds
- walking in the classrooms, and school building
- thinking before saying or doing something
- showing independence and initiative

BLUE KEY

Respect Yourself by

- telling the truth consistently
- handing in property you find
- using appropriate language
- caring for the school
- being polite
- caring for your own things
- caring for your classroom
- being accountable for your actions



YELLOW KEY

Care for Others by

- being kind, considerate and helpful
- sharing
- being friendly
- using build ups
- listening, speaking in turn
- speaking quietly
- inviting others to play

RED KEY

Work Together for a Non Violent Way by

- listening to others' point of view
- being a responsible bystander
- using build ups
- keeping hands, feet, objects to yourself
- using positive body language
- actively engaging in learning
- cooperating in a team environment
- creating a safe positive climate
- making things right after harm has been done

BLACK KEY

Expect the best by

- making an effort with school work
- completing homework
- asking for help when you don't understand
- following instructions
- knowing you will be listened to

- looking at situations in a positive way
- having a go, taking a risk
- knowing a mistake is just a 'muck-up' and we learn from it
- striving for excellence
- being committed to lifelong learning

Our School Rules are:

- We share the voice space by listening actively to others and expressing ourselves confidently.
- We follow instructions by being in the right place, at the right time, doing the right thing.
- We use build ups by saying encouraging, affirming things to others.
- We keep our hands, feet and objects to ourselves so that everyone is safe.
- We own our own behaviour because we choose how we behave.

All public schools specifically prohibit:

- violence or threats of violence;
- possession of illegal drugs;
- possession of offensive weapons;
- persistent disobedience; and
- criminal behaviour.

Principals of public schools will suspend, consistent with procedures, any student engaging in these behaviours. In the most extreme cases, students can be expelled.

Principals may also suspend students who, in their dealings with staff, are persistently disobedient, insolent or engage in verbal harassment or abuse. Students who persistently disrupt and prevent the teaching and learning of others may also be suspended.

Parents and carers are in a position to set the best examples of positive behaviour for their children. We strongly encourage parents and carers to abide by our school expectations while on the premises and regularly reinforce respect for others at home, at school and in the community.

Values

The core values of the NSW public education system are:

- Integrity - being consistently honest and trustworthy
- Excellence - striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning
- Respect - having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the rights of others to hold different or opposing opinions
- Responsibility - being accountable for your individual and community's actions towards yourself, others and the environment
- Cooperation - working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict
- Participation - being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation
- Care - concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion
- Fairness - being committed to the principles of social justice and opposing prejudice, dishonesty and injustice
- Democracy - accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur helps students to develop their understanding of these values and how they operate in a variety of contexts. The K-12 curriculum in NSW public schools provides many opportunities to teach demonstrate and explore values. Teachers assist students to understand school policies by modelling and reinforcing behaviour consistent with core values.

Visitors

Any adult entering the school during school hours must report to the administration office and record their name and purpose of the visit in the visitor's book. They will be required to wear a visitor's badge while on the premises and to sign out on departure. Visitors will only be permitted to enter the school if they are on school business or by invitation from the school.

Several planned opportunities for families to visit the school exist during the year. These include sport days and carnivals, fortnightly assemblies, Education Week and other such days. Advance notice of these is given via the newsletter or by separate note. Social visits to students outside of these planned times are not permissible.

NSW Schools policies and procedures

The policies listed below are the policies of The Department of Education and Communities and relate to the day-to-day administration of NSW public schools.

Riverbank Public School follows DoE policies, and develops school based procedure documents when further information is required for effective implementation.

<https://online.det.nsw.edu.au/policiesinter/atoz/search.do?level=>

Access & equity

Aboriginal education Disabilities

Gifted & talented

Homosexuality

Learning difficulties

Multicultural

Out of home care

Racism

Computers & internet

Electronic communication devices

Internet & online communication services (students)

Online communication services

Podcasting

Student mobile device policy

Curriculum & school work

Assessment & school reports

Curriculum requirements

Driver education & road safety

Environmental education

Homework

Literacy & numeracy

Religion

Technology Values

Vocational education

Facilities & assets

Community/out-of-hours use

Demountables

Libraries

New buildings & sites

Surplus land

Performance appraisal

Performance & assessment of teachers

Personnel

Complaints & conduct

Pay

Professional development

Requirements & qualifications

School activities

Community activities

Excursions

Screening DVDs & videos

Sport

School administration & management

Animal welfare

Controversial issues

Financial management

Information, devices and data

Management of Schools Reporting

School council Sponsorship

Work health & safety

Student administration

Assistance for students

Attendance

Counselling

Discipline & behaviour

Enrolment

Parent guides

Student records

Transport Uniforms

Wellbeing

Accidents

Behaviour & discipline

Child protection

Drugs

Health

Safety Supervision