Yenda Public School
Kindergarten
Information
2011
Dear Parents,

Welcome to Yenda Public School.

This folder introduces you to our school and gives an overview of its operation. We hope the enclosed information will be helpful.

We look forward to developing a strong partnership in the future education of your child.

Miss Susan Bourne  
Principal

Mrs Karen Date  
Assistant Principal K-2

Mr Richard Turner  
Assistant Principal 3-6
Kindergarten Orientation

Orientation Program
Yenda Public School is offering its successful and innovative Kindergarten Orientation Program again in Term 4, 2010 for prospective Year 2011 Kindergarten students.

The Program is designed to give new students a gradual introduction to the school environment.

Over a period of six weeks, students come to school one day per week and stay at school for a longer period of time each week.

The benefits of this Program for Kindergarten children include:

- Becoming familiar with the school environment
- Meeting their teacher
- Participating in school activities
- Learning school routines
- Meeting children who will be in their class.

Who is the Program For?
This Program is for children who may be enrolling at Yenda Public School in 2011.

If your child does not attend our orientation program, they may still enrol in 2011, and if your child attends some sessions, it does not mean you must enrol your child at Yenda Public School.

Year 2011 Kindergarten

Orientation Program - Sessions
All sessions will be conducted on a Friday.

The dates for the program are:

15th October  9:00 – 10:30am
22nd October  9:00 – 11.00am
29th October  9:00 – 11:20am
5th November  9:00 – 12:30pm
12th November 9:00 – 1:50pm
19th November 9:00 – 3:00pm
Features of Kindergarten

**Structuring the day**

There are numerous ways of organising the Kindergarten day. Sessions will feature whole-class, small group, pair and independent experiences and offer students the opportunity to participate in modelled, guided and independent activities and play situations.

We find it beneficial to divide the day into sessions, which specifically focus on one or more of the key learning areas.

Students are provided with a wide range of activities when working towards outcomes in each key learning area.

**Key Learning Areas**

![Image](image.png)

**English** - As part of the daily literacy sessions, students will be listening, talking, reading and writing as they participate in modelled, guided and independent activities.

**Mathematics** - Students will be investigating mathematical patterns, relationships, processes and problems as they participate in activities based on number, space and measurement.

**Science and Technology** - Students will be engaging in processes of investigating, designing, making and using technology. They will be learning about information, communication, living things and environments.

**Personal Development** - Students will be communicating, interacting, decision-making, problem solving and moving as they explore the strands of dance, games, sports, gymnastics, interpersonal relationships, personal health choices and safe living.

**Creative Arts** - Students will be making, appreciating, performing, organising and composing artworks, music, drama and dance as they work creatively.

**Human Society** - Students will be acquiring information and using an inquiry process and social and civic participation as they develop knowledge and understanding about change and continuity, cultures, environments and social systems and structures.

**Special Programs**

**Literacy Groups** - Literacy is taught across all Key Learning Areas but we do set aside the first session of every day for intense teaching and learning in talking, listening, writing and reading areas. We use a multi focused approach to teach reading including phonics, whole word recognition, context clues and self monitoring. During literacy groups, kindergarten students participate in activities related to the sounds of the week, reading big books, punctuation, journal/news writing. Students will also develop a bank of sight words.
Computers – Will be utilised daily during Literacy Groups. Appropriate software and programs, such as Reading Eggs, PM Software and Rainforest Maths, will be used. Students are also given the opportunity to publish work on the computers.

Count Me In Too! – Is a maths program, which is implemented in the K-2 classes at Yenda Public School. It is designed to improve children’s number skills. Count Me in Too involves children using “hands on” practical activities to make their number strategies more effective. Children work in small groups and participate in activities, which relate to their current number strategies.

Home Reading – A variety of books have been categorised into levels ranging from very simple and repetitious to more complex. Kindergarten students will receive home readers each week, which will be part of their homework.

Homework – Kindergarten homework is sent home on a weekly basis. It consists of home readers, phonics revision and sight words.

PMP (Perceptual Motor Program) – Is a gross motor program designed to improve and enhance students’ loco-motor skills, manipulative skills, spatial awareness and athletic ability. Children will participate in activities to develop their ball skills, hand-eye co-ordination and balance skills. P.M.P. is held twice a week and parent support is always welcomed.

Parents and Caregivers – We look to provide the opportunity for parents to become involved with the education of their children. We provide information sessions and encourage parents to take on an active role in our classrooms. Our staff members are always available to answer queries and discuss any matters regarding your child’s progress at school. We look forward to welcoming you and your child to our school family in 2011.

For further information please contact the school or if you prefer Miss Susan Bourne (Principal) or Mrs. Karen Date (Assistant Principal K-2 area).

Yenda Public School
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PO Box 462
YENDA NSW 2681

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Email: yenda-p.admin@det.nsw.edu.au
Check out our website at: www.yenda-p.schools.nsw.edu.au
school organisation & administration

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School Hours
9.00 – 11.00 Literacy
11.00 – 11.20 Recess
11.20 – 12.20 Numeracy
12.20 – 1.00 Other Key Learning Areas
1.00 – 1.10 Lunch in Class
1.10 – 1.55 Lunch Break
1.55 – 3.00 Other Key Learning Areas

School Closes at 3.00pm

The playground is unsupervised before 8.30am and after 3.00pm. Early bus children are to proceed to the COLA and remain seated until 8.30am.

Kindergarten Enrolments
There is a single entry at the beginning of the school year for children who turn 5 on or before 31st July. A small number of students of exceptional ability may start school before normal enrolment age. A decision to allow the child to start school is made by the Principal in consultation with the parents.

The school has close liaison with the local preschool.

The orientation information for Kinder parents and children is found in the Orientation folder.

Class Placement of Students
Students will usually spend seven years in primary school. They are placed in classes at the beginning of the school year. The Principal and School Executive considers all social and academic concerns before placing any child.

Classes and Teachers for 2011
Teaching Staff
Year 5/6 Mrs Sue Chilvers
Year 4/5 Mr Richard Turner (Assistant Principal)
Year 3/4T Miss Zoe Tucker
Year 3/4C Miss Clarissa Condon
Year 2 Mrs Katrina Haskins
Year 1 Mrs Lisa Brown/Mrs Melinda Serafin
Year K/1 Mrs Karen Date (Assistant Principal)
Kinder Mrs Meagan Hilton
Librarian Mrs Kellie Kelly
Reading Recovery Mrs Michelle Perez
RFF Teacher & STLA Teacher Mrs Kirsty Rowston

Administration Staff
Senior School Assistant Mrs Colleen deSaxe
School Assistants Mrs Vicki Gooda (Library)
Cleaner Mrs Sharon Ceccato
General Assistant Mr Neil Grant
School Counsellor Mr Michael Kruger-Davis
Mrs Julia Hopp
School Learning Support Officer Mrs Sharan Panarello
Student Absence from School
Class rolls are marked each day and absences recorded by class teachers. Students absent from school for any reason must bring a note from a parent/carer explaining absences within 7 days of that absence. Parent/caregivers will be informed promptly of any unexplained absences.

Uniform

Hats
School Hat with emblem in either Legionnaire or Slouch Hat styles #

Shoes
Black shoes are the uniform for Monday to Thursday. They may be black school shoes, black boots or black runners (No stripes.)

Summer Uniform - Boys
School Blue Button-up Shirt
Grey Shorts
Grey Socks
Black Shoes
School Jumper #

Summer Uniform - Girls
School Dress #
White Socks
Black Shoes
School Jumper #

Winter Uniform - Boys
School Blue Button-up Shirt
Grey Trousers
Grey Socks Black Shoes
School Jumper #
School Jacket #

Winter Uniform - Girls
Trousers/Pinafore/Skirt in School Fabric #
School Blue Button -up Shirt
School Jumper #
Navy Tights or White Socks Black Shoes
School Jacket #

Sports Uniform
School Sports Polo Shirt #
Plain Black Basketball Shorts /Black Netball Skirt - Summer
Plain Navy Tracksuit Pants - Winter
White Socks
Runners

Representative Teams
Sports uniform and blue football top (supplied by school)
Cronulla football socks

# Available for purchase through the school.

Lost Property
Please mark your child’s name clearly on all personal belongings, including clothing and shoes. Named items are returned to students as soon as possible. Unclaimed items are kept near the toilets in a lost property box, and may be checked at your convenience. Please look for lost property information in the school newsletter. Unnamed items remaining at school at the end of the school term are donated to charity or placed in the clothing pool.
Sickness and Accidents
Sick children should be kept at home. If a student becomes sick at school he/she will be kept in sickbay until parents/carers are contacted to take the student home. If a student suffers a serious accident at school parents/carers will be contacted immediately. Should emergency treatment be required the child will be transported by ambulance to hospital.

Common infectious diseases can sometimes have serious effects. Schools have been requested to sight documentation that is a record of immunisation status of newly enrolled students. Students who are not fully immunised will be requested to remain at home until the outbreak of a vaccine preventable disease has passed. Enquiries can be made at Griffith Medical Centre, Telephone 6964 5888.

Medication
Students requiring prescribed medication during the day must have their medicines labelled (name, dose, time for administration, length of time to be administered). Medication must be given to the administrative staff. Written instructions signed by a parent/caregiver are to be completed at the office. If medication is ongoing then the parent/caregiver must sign an indemnity form at the school. To ensure all students’ safety in the school no medication should be kept in school bags.

Asthma Administration Plan
Yenda School Asthma Policy
- Parents are to inform school on enrolment that child is asthmatic.
- Parent/Doctor to fill in School Asthma Action Plan so that school and teachers are aware of specific symptoms and medication relating to your child.
- Where necessary, students are to have immediate access to medication (e.g. Ventolin – in a zippered pocket, or in a belt bag. Students should be aware of exercise induced asthma and how to prevent it.
- All duty teachers in playground or on excursions will carry or have access to a Ventolin puffer in case of emergencies.
- All teachers will have a list of asthmatic children in their classes, and will have knowledge and skills to deal with asthma at school.
- Asthma will be discussed as a component of our PE/PD/Health program.

Parents need to inform teachers of the medications students are taking as well as leaving them with administration staff.

Bus Procedures
Free bus transport is available for all infants children, and for those Primary children who live 1.6 kilometres, or more from the school. A subsidy (per child) is also paid to families who travel over 1.6 km to meet a school bus. Conveyance subsidy payment cannot commence until the form is completed. Application forms are available at the school. Every bus child must fill in a form, which is available at the school office.

Children waiting for their bus after school are to wait at the bus shelter near the basketball court where they will be supervised.

Parents and Citizens Association
All parents are welcome to join our P&C Association, which was established to promote the interest of the school by bringing parents, citizens and teaching staff into close co-operation. We encourage parent and community participation in curriculum and other educational issues at our school and assist in providing facilities and equipment for the school and promoting the recreation and welfare of all the students at our school.
School Council
The school council provides a focus for school community activity. It is comprised of parents, staff and community members. The council provides advice on policies and goals for the school including directions for the future. The council combines the efforts of parents, staff and community in a genuine partnership, to promote quality, school bases decisions.

School Assembly
A general assembly is held for students each morning at 9.00am under the COLA. This assembly informs students of daily activities and gives the opportunity for messages to be given out. Each Friday the school holds a special assembly where reports and awards are presented. From time to time items may be performed or guest speakers may address the students.

School Canteen
Yenda P&C Association runs the Canteen with a paid co-ordinator and parent volunteers. Lunch orders are available three days a week, on Mondays, Wednesdays and Fridays. Children are able to purchase drinks, ice-blocks and snacks during recess and lunch times when the canteen is open.

Parent Enquires or Concerns
Teachers welcome enquiries from parents and are keen to address concerns or issues relating to students in their classes.

If you have an enquiry or concern it is usually best to raise it firstly with your child’s teacher or if you prefer you could speak to Mrs Date (Assistant Principal K-2) Mr Turner (Assistant Principal 3-6) or the Principal Miss Susan Bourne.
School Philosophy, Goals and Features

Introduction
We welcome your child to Yenda School, a public school in the Department of Education and Training of New South Wales.

Yenda Public School was opened in 1920 and presently has an enrolment of 185 K-6 children.

Please feel free to contact the school at any time. The school’s policy is to encourage parent/carers to visit the school and discuss progress and/or concerns as they arise as well as to assist with class based and sporting activities.

School Vision
To create within the school community a supportive environment which embodies our mission statement;

“Face the task”

School Goals
Yenda Public School aims to provide all students with learning experiences, which will enable them to develop intellectually, physically, socially and emotionally. This will be achieved through the development and maintenance of:

- A positive, open, trusting and mutually supportive relationship between the school and the community.
- A broad, balanced and dynamic education program which meets the needs of all students.
- A school in which teachers, students, parent/carers and visitors feel welcomed and valued.

- A school which provides opportunities for parents/carers to learn about various programs, Curricula and approaches to learning and teaching so that they may assist at school and at home.
- A school which encourages ongoing parent participation in the life of the school.
- A school, which provides challenge and support for its staff so, they continue to grow professionally.

Yenda Public School aims to:
- **Assist** all students to learn the skills and knowledge and **develop** the positive attitudes necessary to progress in a technological age.
- **Provide** a caring and supportive environment which is sensitive to the individual needs of students in their quest for life long learning.
- **Assist** all students to develop tolerance, understanding and caring attitude towards others.
- **Encourage** all students to be independent learners.
Programs and Features

- Well equipped classrooms
- Motivated and dedicated staff
- Gifted and talented program
- Specialist Teacher-Librarian
- Spacious well-maintained library with new resources
- Computers in all classrooms
- K-6 Computer education program
- 5 Interactive Whiteboards
- Learning difficulties support teacher
- Supportive and active P & C Association
- Extensive Playground equipment
- Reading Recovery for Year 1
- K-2 Phonics program
- School choirs - Primary and Infants
- K-6 Maths skills program
- Gross motor program (PMP)
- Fully air conditioned and heated classrooms
- 3 Day a week refurbished canteen
- Fortnightly school counsellor service
- Weekly religious education classes
- Kindergarten transition program
- “Count Me In Too” maths program
- Student Representative Council (SRC)
- New school hall
- Kindergarten ‘Best Start’ Assessment
- Extra-curricular activities
- Whole school merit based discipline system
Student Welfare and Support Programs

A partnership between the school, the community, the parents and the students is necessary to enhance the well being of all children and develop and maintain school discipline and tone. Underpinning all aspects of our Welfare Policy is an effective and well planned personal Development program at classroom level.

The Welfare Policy has four sections:
- The School Code of Conduct.
- Practices designed to recognise and reinforce student achievement.
- Strategies to promote good discipline and effective learning.
- Strategies for dealing with unacceptable behaviour.

Student Representative Council
The Student Council meets regularly and is an integral part of our school. A staff member attends all meetings. Fundraising for charities, and planning functions for fellow students are areas in which the Student Council features.

Learning Support Team
The Learning Support Team consists of the Principal, Executive, School Counsellor and Support Teacher Learning Assistance. The team meets on a regular basis to discuss the educational needs of referred students who are experiencing difficulties in mainstream classes.

Support Teacher Learning Assistance
The STLA works with teachers and parents to support students in a range of areas including literacy, numeracy and organisational needs.

Priorities are set by the Learning Support Team with short and long term interventions for individual and groups being implemented and monitored. The STLA mostly works in a team teaching model with the class teacher.

Reading Recovery Program
A highly structured support reading program is in place for students in Year 1 who are experiencing considerable difficulties with learning to read and write. Students selected for inclusion in this program receive individual daily instructions from a trained Reading Recovery Teacher in addition to their classroom instruction.

School Counsellor
Students may be referred to the counsellor by the Learning Support Team, teacher or parents if there is an educational, social or emotional issue affecting a child at school. The counsellor will liaise with parents, teachers and other agencies to address these concerns. We have a counsellor at our school once a fortnight.
Library Resource and Learning Centre

The library is an integral part of the total learning environment at Yenda Public School. The library’s focus is to support and enrich curriculum areas while providing resources for students’ leisure reading and recreational interests. The emphasis of all library programs is on developing the skills, values and attitudes necessary for lifelong learning.

Access to the library is planned to provide maximum opportunity for individual students, small groups and classes to use information effectively, and experience quality literature. The acquisition of Information Literacy skills is a major thrust of our library. To maximise use and access, the library is open second half of lunchtime three days a week. Access during class time is encouraged and group or class sessions are planned cooperatively in conjunction with teachers, ensuring work is appropriate to the needs and development of students.

A computerised author, title and subject index allows quick location of material in the large collection. In addition, a bank of networked computers provides multiple access to word processing software, CD ROM information, and the Internet.

The library also provides extension and enrichment programs for individual and groups of students throughout the school. Temporary groups are formed to meet specific outcomes for students as an extension of classroom work. Opportunities usually involve the students in independent work at home and often include extension use of technology.

The teacher-librarian is keen to assist you or your child in any way possible. If you have queries about the role of the library, its operation or its contribution to learning, please do not hesitate to contact the Teacher-Librarian.

The library depends on funds from the P&C to acquire current quality resources, and maintain its present collection. This support is highly valued and appreciated by all members of our school community.

Gifted and Talented

Like most government schools Yenda Public uses a range of strategies to meet the needs of our gifted and talented students. This will often take the form of specific learning opportunities within their regular class or sometimes acceleration to a higher class group for Literacy and/or numeracy. Our school has embarked on a number of programs to build leadership skills in our students. The Student Council and the Young Leaders Program are outstanding examples of this type of program. Many opportunities are offered in the area of Creative and Practical arts. These opportunities are in-class but we also have school choirs, dance group, drama group, participation in KROP and our annual concert spectacular. We take opportunities to expose our children to wider experiences offered by statewide programs. Of course we shouldn’t forget the special nature of Yenda’s weekly assemblies where class items are presented.
Curriculum

Yenda Public School offers all students a broad, balanced program which addresses the six Key Learning Areas (KLAs) identified by the NSW Department of Education and Training.

The Six Key Learning Areas

**English**
Content Strands
- Talking and Listening
- Reading
- Writing

**Mathematics**
Content Strands
- Space and Geometry
- Measurement
- Number
- Patterns and Algebra
- Data

**Science and Technology**
Content Strands
- Build Environments
- Information and Communications
- Living Things
- Physical Phenomena
- Products and Services
- The Earth and its Surroundings

**Human Society and Its Environment**
Content Strands
- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

**Creative and Practical Arts**
Contents Strands
- Music
- Visual Arts & Crafts
- Drama

**Personal Development, Health & Physical Education**
Content Strands
- Personal Development
- Health
- Physical Education

Each Key Learning Area Syllabus encourages schools to recognise community values, to promote close working relationships with parents and to foster community involvement and participation in school life. Each syllabus takes into account:

- Gender equity issues
- Aboriginal education and Aboriginal perspective
- English as a second language
- Multicultural perspective
- The education of students with special gifts and talent
- Socially and physically isolated students
- Special Education
- Early childhood experiences
- Environmental perspectives

New South Wales primary schooling spans the years from Kindergarten to year 6. Each syllabus for K-6 students is organised into stages, which describe the sequence of learning experiences through which students will progress.
School Sport
Sport is a valued and accepted part of the school’s curriculum as it contributes to the development of the whole student. Sport is held on Friday mornings in Term 1 and 4 and Friday afternoons in Term 2 and 3. It also provides opportunities for students to gain confidence and to develop a variety of skills for participation in a sequenced gross motor program. Years K-6 participates in fitness, game skills and dance sessions. All children Years 3-6 and year 2 children of appropriate age participate in our Annual Swimming, Athletics and Cross Country Carnivals. At these carnivals there is keen competition between the three houses – Acacia, Banksia and Grevilia. School teams participate in the Primary Schools Sports Association state wide knockout competitions. Parent interest and help in managing these teams is always welcome. Opportunities exist for outstanding students to gain representative honours at PSSA District, Region and State levels in most major sports.

Assessment and Reporting
Yenda Public reports student achievements and progress in a variety of formats including:

- School Newsletter (Yenda Agenda)
- Parent Teacher interviews in Term 1
- Student Report (twice a year)

The reporting systems are underpinned by a variety of ongoing assessment tools based on the student outcomes framework in the Key Learning Areas.

Homework
Homework is given at Yenda Public to provide children with the opportunity to practise skills and enrich ideas developed at school. It also provides an opportunity for child and adult to interact in learning.

Homework while on Holidays
If you are going on holidays during school times, children are encouraged to practise their times tables and continue reading. Keeping a journal of their time on holiday is also encouraged. Work is not prepared in advance by teachers for students who go on family holidays.

Excursions
All children in all classes are able to participate in a full range of excursions and out of school educational experiences or sporting events.

Years K-2 – Griffith and surrounding district
Years 3 and 4 – Overnight
Years 5 and 6 – Canberra/Ballarat

It is expected that all children will behave in a manner that reflects the standard and values of the school and in accordance with the Code of Conduct. Please see the accompanying Welfare Policy and Code of Conduct.

Computer Education
Computer Education is a major focus at Yenda Public School. We have at least 6 computers in every classroom with programs running to suit the skills of each individual student. The students have access to the internet, through all computers in the classrooms and the library. The internet can also be accessed through C.O.W.S. C.O.W.S. stands for Computers On Wheels - a trolley of 18 laptops which is accessible to all classes to integrate technology across all KLAs in their own classroom environment.

The school now has five interactive whiteboards, four in classrooms and one in the library.

We have developed a scope and sequence for each grade, for skills that the students will learn for the year.

We have some of the most up to date school facilities in the state.
Student Welfare, Discipline and Management Essentials

THE CORE RULES

All students in NSW government schools are expected to:

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

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

The Concept of Personal Responsibility

The discipline system at Yenda Public School will be based on personal responsibility. Students can choose between courses of actions and types of behaviour. The school has adopted sets of consequences for different types of actions and behaviours.

For acceptable behaviours and actions which bring credit to individual students or the school as whole, students are rewarded with positive outcome (see rewards and positive outcomes).

For unacceptable behaviours and actions which may lead to any form of abuse of persons or property, the school has developed consequences for the students.
Core Values

- **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 right of others to hold different or opposing views.
- **Responsibility** Being accountable for your individual and community’s actions towards yourself, others and the environment.
- **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.
- **Confidence** Means knowing that you will likely be successful and that people will like you. It means not being afraid to mistakes or to try something new. It means looking and sounding confident.
- **Persistence** Means trying hard to do your best and not giving up when something feels like it’s too difficult or boring.
- **Organisation** Means setting a goal to do your best in your best in your school work, listening carefully to your teacher’s instructions, planning your time so that you are not rushed, having all your supplies ready and keeping track of your assignments due dates.
- **Resilience** Means knowing how to stay calm and being able to stop yourself from getting extremely angry, down, or worried when something “bad” happens. It means being able to calm down and feel better when you get very upset. It also means being able to control your behaviour when you are very upset so that you bounce back from difficulty and return to work or play.
- **Getting Along** Means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to school, home and the community.
Rewards and Positive Outcomes

Through positive behaviour children can earn praise, mini-merits and other classroom based awards. Every Friday at the school assembly classroom merit awards are awarded to students who have demonstrated outstanding achievement, consistent effort, excellent participation or responsible behaviour.

Mini Merits

Through good behaviour students will earn mini-merits and progress to merit levels within the system outlined below. Each classroom will display mini-merits earned by each student on a chart. The chart can then be used by visiting teachers. Teachers aim to hand out mini-merits each day, to recognise positive behaviour, consistent effort, core values and outstanding work in class.

The Star Awards

Each term students will work towards reaching a “STAR Award”.

- Term 1: Sapphire
- Term 2: Turquoise
- Term 3: Amethyst
- Term 4: Ruby

- To achieve a STAR award each student will have to earn 18 mini-merits a term.
- Each term students will start a fresh ensuring that all students will have an even start to earn a STAR award and will not have to play catch up for the whole year.
- If a student receives all 4 STAR awards, they will then receive a Diamond Award at Presentation Night.
- At the end of each term, there will be a special assembly to acknowledge all the students who have worked hard and displayed “The Core Values” to achieve the STAR awards.

Rewards for STARS

Possible ideas include:

- BBQ at Cocoparra National Park, Jack’s Creek (Term 2 or 3 only)
- Pizza and Play at the Park
- Cooking Afternoon (lollies/ no bake recipes) and cake decorating
- BBQ & Astronomy Night
- Sprinkler Splash and Ice Cream Sundaes/Sodas (Term 4)
- Hamburger and Chips at the Park
- Treasure Hunt (in small groups- mixed age) at the Golf Course with prizes such as lollies, iceblocks, vouchers for computer time in class.