

TABLE TOP PUBLIC SCHOOL

NEWSLETTER

Term 1 Week 2

Wednesday 3rd February 2016

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CALENDAR – What's on?

Monday 8th February

Small Schools Swimming Carnival
Lavington Swim Centre

Wednesday 17th February

Parent Meetings and Welcome BBQ

Friday 19th February

SRPSSA Swimming Carnival
(Selected students only)

Friday 18th March

Albury Gold Cup ½
Day Holiday

Friday 25th & Monday 28th March
Easter Holiday

teacher loads this year, to improve student learning outcomes across the school.

Miss Kirk is teaching K/1, Monday, Tuesday, Wednesday and Friday. She is also teaching Literacy, Numeracy and CAPA with 4/5/6 on Thursdays.

Mrs Gaukroger is teaching 2/3, Monday to Thursday.

Mr McEachern is teaching 4/5/6, Monday, Tuesday and Friday. Wednesday and Thursday are school administration and RFF days.

Mrs Cambey takes on a new important role as Learning and Support teacher, assisting students who need that little extra help with Literacy and Numeracy. Mrs Cambey also teaches RFF, Principal's release on Wednesdays and manages student borrowing in the library.

Mrs Livermore continues as the School Learning Support Officer Monday to Friday with all classes.

Mrs Condon (Lisa) continues guiding identified students through the MultiLit and MiniLit programs Monday to Thursday (9.15am – 1.00pm) in her SLSO role.

Ms Jacob (Janene) assists the K/1 class each Monday (9.15am – 1.00pm) as SLSO.

Ms Crisp (Emma) assists K/1 each Wednesday as SLSO.

Principal's Report

New School Year

Welcome back to Table Top Public School for another exciting year of learning. A special welcome also to our Kindergarten children and to the students and families who have joined our great school this year. I look forward to working with staff, parents, children and supporters of Table Top Public School to ensure that our students continue to achieve the very best that they can.

2016 Class Structure and School Staff

We will be operating three classes in 2016. We have made significant changes to the

Mrs Scott is full time in the office, Monday – Friday, as our School Administration Manager.

Mrs Hamilton works each Thursday in the Office and Library as our School Administration Officer.

Mr Elworthy returns as our General Assistant each Monday and Wednesday mornings.

Bell Times

9.15am – School begins
11.10am – Recess
11.30am – Classes resume
1.00pm – Lunch
1.50pm – Classes resume
3.15pm – Home time

School Routines

Morning Muster: Monday mornings (or first day of the school week) at 9.15am students line up in class groups under the COLA to listen to weekly messages. Students line up at their classrooms on subsequent mornings.

Morning Drop-off: Students can be dropped off at school after 8.30am each morning. Please do not drop off earlier as there is no teacher supervision before 8.30am.

Morning Bus: The first bus (from Thurgoona) drops students at school at approx. 8.30am. The second bus (from Table Top – across the highway) drops students at school at approx. 9.00am.

Afternoon Pick-up: Students all assemble under the COLA at home-time and are marked off a prepared list when parents collect them. If there is a change to your pick-up routines, please contact Gayle in the office so appropriate changes can be made to the list.

Afternoon Bus: The first bus (to Table Top – across the highway) departs school at approx. 3.20pm. The second bus (to Thurgoona) departs school at approx. 3.45pm. If there is a change for your child's going home arrangements for the day, please contact

Gayle in the office so appropriate changes can be made to the bus list.

Whole School Assembly: Whole school assemblies are held each Friday in the Library from 2.20pm. Student awards and class items are a feature of the assemblies. Parents are very welcome to attend. The first school assembly for the year will be held this week.

Parent Meetings and Welcome BBQ

Parents are invited to class information sessions on **Wednesday 17th February**. Supervision will be provided for young children in the Library by the P&C.

Session times:

Mrs Gaukroger 2/3 session – 4.30pm

Mr McEachern 4/5/6 session – 5.00pm

Miss Kirk K/1 session – 5.30pm

We will conclude the evening with a BBQ at 6.00pm to welcome the new and returning students and families for the 2016 school year.

All families are encouraged to attend.

Kindergarten Best Start

Miss Kirk will begin her Best Start assessments with the Kindergarten students next week. Best Start is a series of assessments that give Miss Kirk a good understanding of where each child is at in their learning. Kindergarten parents have the opportunity to discuss their children with Miss Kirk during the assessments. Parents will receive a report later in the term.

School Swimming Carnival

This coming Monday, 8th February, we combine with our friends from Gerogery PS and Mullengandra PS at the Lavington Swim Centre for the Annual Small School Swimming Carnival. It should prove to be a very exciting day for everyone, as there will be events for all

age groups (Kinder to Year 6). The younger students (5 - 7 year age group) will be involved in fun events, while the primary aged students (8 – 12 year age groups) will compete in timed races. Parents are encouraged to attend. Please return the permission note, which was sent home earlier this week. Please note, travel to and from the pool is the responsibility of parents as there is no bus running on Monday.

School Communication

School Stream: Table Top PS is using the School Stream mobile app to help deliver important school information in real time, directly to parents on their mobile devices, IOS & Android. In the app you can look up information about coming school events, sign consent forms, fill out absence notes, read the newsletter and have school information alerts pop up on your screen in real time. Please search your device's app store and install this free app onto your device. There is no cost for parents to use this app.

Facebook:

<https://www.facebook.com/TableTopPublicSchool>

Twitter: @TabletopPS



Welfare and Discipline Policy

For the information of parents, included in this week's newsletter is a copy of our school welfare and discipline policy.

School Voluntary Fees

Our school voluntary fees, which help cover the costs of educational resources for your children are \$45 per student. There is an additional \$10 fee per child to help cover the

cost of a one year subscription for Mathletics. Accounts are attached to this newsletter.

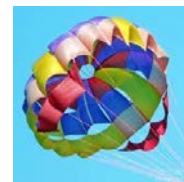
School Council/P&C

The first P&C meeting for the year will be held on Wednesday 10th February. Parents are most welcome to attend the P&C meeting, which is also the AGM from 7pm.

Andrew McEachern

Kinder Sound

The Kinder sound for this week is 'p' for parachute



How2Learn

Providing the BASICS

How children feel about themselves affects their approach to life. It influences their willingness to 'have a go' and take risks. It's difficult to say 'I don't know' or 'I need help' if you believe you're not good enough. It's more difficult to be successful if you don't think well of yourself.

Here are the elements of what we call the BASICS. They are key to effective family learning and developing your child's self-esteem.

Belonging

Everyone needs to feel they belong. Children need to feel valued and loved, both at home and at school. Make time to be with your child and listen to them. But there is more to it than just showing you care. If you establish routines for times like meals, baths, reading and bed, your child will know how you expect them to behave. This will help them to feel a sense of security and belonging.

Children with a strong sense of belonging are more likely to make friends who have similar clear guidance from their families. They will be more trusting in making friendships and less likely to be shy.

Tips for developing a sense of belonging

- Show your child what you want them to do, rather than criticizing them.
- Remind your child that they are loved for who they are and not what they do.
- Keep a family photograph album. Look at it sometimes and talk about the people it shows.

Visitors Book

Parents are advised that when visiting the school to help in the classrooms, you **must** sign in and out in the visitors' book located at the front office.

No Hat, No Play

During Terms 1 and 4 our 'Sunsafe Policy' is in place. All children **must** wear a school hat when in the playground. NO CAPS. Hats are available from the office for \$10 each or from Lowes.

School Lunch Orders

The Ettamogah Pub Café are offering a lunch order service for us. This will commence on Thursday 4th February. If you would like to order from the café please send in a brown paper bag with your child's name, order and correct money. Lunch orders should be placed in the box provided at the front of the office.

Price list is attached to this newsletter.

Voluntary/Mathletics Contributions

Contributions for 2015 are \$45 per child and \$10 per child for Mathletics. If paying by cheque, please make payable to Table Top Public School. These can be paid at the office or by direct debit.

If you would like to pay by direct debit

School bank details:

Account Name: Table Top Public School

Account Number: 157014

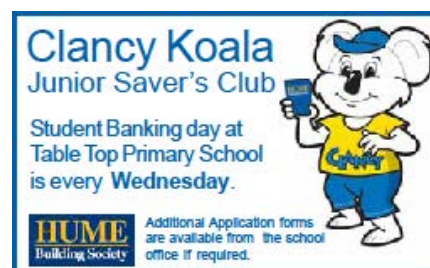
BSB: 032-001

Reference: Surname and item/s being paid

Student Banking

Student banking will commence on Wednesday 10th February. Students must take their books to the office as soon as they arrive at school as the security pick up is at 9.20 am.

Kindergarten and new students will receive a Junior Savers Club information and Application pack soon.



Permission Notes

Over the next week several different permission notes will be sent home for parents to read and sign. Please look out for these in your child's bag.

- Media Permission (new students)
- Internet Code of Behaviour (new students & those new to year 2)
- Health/Personal Development/PE (4-6) (students new to this class)
- Scripture (All)
- Generic Permission (All)

Newsletter delivery

We will continue to distribute out Newsletter via email unless advised otherwise. New families can choose a paper copy or an electronic copy. Let Mrs Scott know in the office.

Bus travel

Please advise the office of any changes to regular bus travel. New parents should advise the office when their child/children will be traveling on the bus. New applications have been sent home.



SCHOOL CHAPLAIN

Table Top Public school were successful in their application for a Federal Government funded chaplain to be in the school for 10 hours a week for the next three years.

Generate are pleased be engaged by the school as the chaplaincy provider. Generate Ministries is a Christian organisation employing approximately 150 School Chaplains in NSW state schools. School Chaplains work in partnership with schools, local Chaplaincy Support Teams, and Generate Ministries, to provide pastoral care to students and staff.

What is a Chaplain?

A Chaplain is an additional support for school communities to assist with the social, emotional and spiritual wellbeing of members of school communities.

Chaplains are able to run specific programs tailored to the needs of the school such as grief and loss, resilience building and anti-bullying. Chaplains also provide one-on-one care, mentoring and support for students, parents and staff. Chaplains network with the local community to provide a broad range of support services to the school.

What kind of activities can a Chaplain do?

- Work with Learning Support or Welfare Team to facilitate student wellbeing
- Provide pastoral care for students, staff and the wider school community
- Facilitate small group programs and one-on-one meetings with students
- Facilitate lunch time activities to assist students in building healthy relationships
- Network with welfare services, local churches and other agencies in the local community to provide a broad range of support services to the school
- Facilitate groups, events and activities to support spiritual wellbeing with voluntary student participation
- Build mentoring relationships and assist students with goal setting
- Support staff at school camps, excursions and other activities as required

Generate Ministries invites applications for the position of School Chaplain for 10 hours per week at Table Top Public School. More details and application process can be found at www.mychaplain.org.au . Applications close 11th February, 2016. For further information contact Janice Mitchell, Regional Chaplaincy Manager on 0408686165.



Building parent-school partnerships

WORDS Michael Grose

10 confidence-building strategies every parent and teacher should know

Instilling confidence takes more than heaping praise on kids. Here are 10 practical confidence-building strategies for parents and teachers of children and young people.

Children with healthy self-esteem and self-confidence learn more, achieve more and are generally happier than those with low confidence levels. Building children's and young people's confidence is complex. It's more than being a praise robot and heaping positive comments on a child at the first sign of them doing something well. Confidence building requires a number of approaches that impact on how they think, how they feel and what they can do.

Here are ten practical strategies that you can use to build real self-confidence in kids of all ages:

1 Model confident thinking

Kids soak up the language, thinking and behaviour of those closest to them in their environment. Parents and teachers play a part in modelling confident thinking and behaviour particularly when it comes to tackling new activities. In particular, let kids hear positive self-talk when you tackle something new. They should hear something like, "I'll have a go at this. If I don't do so well then I can try again tomorrow." This is far more effective than "I'm no good at this. I'll probably stuff it up."

2 Focus on effort & improvement

Current thinking shows that people who believe that they can increase their intelligence through effort and challenge actually get smarter and do better in school, work, and life over time. One way to develop a growth mindset is to focus your language on effort and improvement rather than on the results of what they do. By linking success with effort you are teaching them success comes from something other than purely their ability, talents or smarts.

3 Praise strategy

While effort is key for achievement, it's not the only thing. Kids need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches – not just sheer effort – to learn and improve. It helps too to focus language on better and smarter ways on improving. Comments such as "That was a smart idea to tackle the hardest task while you were fresh!" (strategy) and "You recognised the first few steps were the most important but then after that you were right" are descriptive statements that have significant instructional value for kids.

4 Develop self-help skills from an early age

A child's self-esteem comes as a result of his or her successes and accomplishments. The most important competencies to build confidence are basic self-help skills. These form the building blocks upon which other competencies such as organisational skills and many social skills are formed.

5 Give them real responsibility

From a young age start giving children responsibility for some aspects of their lives. By giving kids responsibility we are sending a powerful message that we think they are capable. Also they are learning the skills necessary to care for themselves.

6 Practise unconditional acceptance

Your ability to accept children and young people's best efforts in any area of endeavour, irrespective of the results, will go a long way toward determining their self-esteem and confidence.

more on page 2 >>



Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.





... 10 confidence-building strategies every parent and teacher should know ...

If a child makes their bed to the very best of their ability, resist fixing it, even though it may fall short of your adult standards. Instead remind them next time of how to do it well.

7 Expand their horizons

Some kids are confident and capable at home but are fearful and nervous when it comes to new social situations and unfamiliar environments. Children today have less opportunity than those in the past to negotiate and explore unpredictable situations. Wherever possible look for opportunities to expand children's horizons to include unfamiliar places and unfamiliar locations including catching public transport and walking to friends' places unattended when capable.

8 Recognise improvement

Focus your comments on children's effort and improvement rather than on winning the game or getting top marks. Help kids set realistic goals in line with their capabilities and interests. Learning five new spelling words a week maybe more realistic than 20 words that school may require.

9 Put the training wheels on to support learning

Putting training wheels on a bike is a great way to teach a young child to ride. They keep them upright and mobile while they

are getting the knack of balancing. We can use the same principle to support kids learning while they develop independence in many areas of life. For instance, we can accompany anxious kids to birthday parties and stay for a short time so they become comfortable before leaving.

10 Build teaching and training into your day

Teaching and training needs to be part of the every day repertoire of a parent. This means we need to add a little extra time to many of our interactions so we can help children acquire many of the basic skills of living, whether it is a young child learning to do up his or her shoelaces or a teenager learning how to fill out his or her tax form for a part-time job. When adults are busy it is often easier to do things ourselves.

Ask children for help

Doing things together is a great way to build competency and build the confidence that mastery brings. A simple way to initiate joint activity is to ask your child or young person to give you a hand with something. Better still, get them to teach you or show you how to do something you are unfamiliar with. Being a teacher rather than the learner is a great confidence-builder particularly for those kids who struggle with activities that others find easy.

Most importantly, great parents and teachers have a knack of communicating confidence in kids. They find ways to let kids know that they believe in them – that they know their kids will perform and succeed, that they have faith that they can deal with life's challenges and know that they can become more independent.



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Table Top Public School

Student Supervision, Welfare & Discipline Procedures



This document contains procedures relating to:

SCHOOL RULES

POSITIVE BEHAVIOUR REINFORCEMENT

WHOLE SCHOOL DISCIPLINE PLAN

SCHOOL ROUTINES

BULLYING

BUS TRAVEL

UNIFORMS AND EXCURSIONS

AWARDS, FORMS AND LETTERS

1. SCHOOL RULES

To ensure the effectiveness of school rules, the staff and school community need to be consistent in their implementation.

- students need to be made aware that rules are necessary for their safety and well being;
- students should be involved in the process of developing classroom rules and should be made aware of the consequences;
- rules, which will vary according to needs, situations and student's stages of development should be reinforced regularly both in classrooms and as a whole school; and
- effective implementation of the Welfare and Discipline policy is dependent on staff working cooperatively to ensure rules are consistently applied.

SCHOOL RULES

Students will:

Behave with dignity and respect

- *Treat one another with kindness*
- *Care for and help other students who may need assistance, are in trouble, or who have injured themselves*

Be well mannered

- *Follow instructions given by the teacher*
- *Behave safely, considerately and responsibly at school*
- *Speak politely*
- *Have good manners*
- *Be cooperative*

Respect property

- *Care for property belonging to yourself, the school and others*
- *Ask permission to use other people's property*

Earn the school a good name

- *Display good sportsmanship at school and at sporting events away from our school*
- *Maintain a neat appearance by wearing your school uniform with pride*
- *Respect visitors and display good manners*

Be responsible

- *Attend every school day, unless you are legally excused*
- *Be in class on time and prepared to learn*
- *Take pride in what you do*
- *Be responsible for your own actions and behaviour*
- *Develop a responsible attitude towards your learning and all other school activities*
- *Behave responsibly when travelling to and from school*

Student Leaders will discuss a rule a week during School Assemblies in Term 1 and as needed.

PLAYGROUND RULES

- *Play safely*
- *Play in the right place at the right time*
- *Play cooperatively*
- *Walk on cement paths/verandahs*
- *Look after your school and its environment*
- *No hat play in the shade during Term 1 & 4*

OUT OF BOUNDS AREAS

- *Back of buildings*
- *Long grass terms 1 and 4*
- *Behind weather shed*
- *Climbing equipment before 9.15 am and after 3.15 pm*
- *Outside staffroom, including bus time*

CONSEQUENCES: FOR NOT OBEYING RULES

- Verbal redirection
- **Playground** – recorded in playground incidents book
- Logical consequences eg cleaning up their own mess (desks, food)
- Appropriate time-out
- Discipline slip written if a pattern of behaviour is identified or serious incident occurs.
- Principal intervention
- Behaviour Monitoring Card issued
- Parental notification as required
- The departmental guidelines adhered to in respect of suspensions and expulsions

2. POSITIVE BEHAVIOUR REINFORCEMENT

The following procedures have been developed to recognise and reinforce positive student behaviour in the playground and to foster feelings of self worth and belonging to the school community.

1. Behaviour, effort and achievement of students will be recognised by the use of formal awards.
At the weekly assembly the following may be awarded:
 - **Merit Cards:** This is the principle system of reward and consists of a yearly cumulative system compromised of the following steps:
 - **Green Card Award.** These are awarded to students of any activity, academic or social, that the teachers deem worth recognition. Green Cards are presented at the weekly Whole School Assembly. The Green Cards are stamped on the back with the date they are handed into the office. No more than a quarter of the class should receive a Green card in any one week.
 - **Special Encouragement Award.** Is presented to the child after the collection of five Green cards at a weekly Whole School Assembly.
 - **Golden Star Award and School Banner.** Is presented to the child after the collection of five Special Encouragement Awards at a weekly Whole School Assembly. Recipients are also acknowledged at the annual School Presentation Night.
 - The merit card system is a yearly award system and begins anew at the start of each school year. Unstamped Green Cards from the previous year, however, can be used by the students in their attainment of a Special Encouragement Award.
 - One Student of the Week from each class to recognise appropriate, caring behaviour in both the classroom and playground (presented weekly by the principal)
 - All awards will be communicated to parents via the Weekly Newsletter.
 - The teacher will maintain the records responsible for school assemblies.
2. New students will be welcomed formally at a school assembly and receive a Welcome to our School certificate.
3. Departing students will be formally farewelled.
4. Students' birthdays will be recognised in the school assembly.

3. WHOLE SCHOOL DISCIPLINE PLAN

To ensure the effectiveness of this plan, staff and school community need to be consistent in its implementation. From time to time, staff will be required to use their professional judgement in dealing with individuals or groups.

The underlying philosophy of this plan recognises that:

- Students will accept responsibility for their behaviour
- Teachers and parents play an integral part in assisting students to develop positive and acceptable behaviour patterns
- Each student has two choices: *right* and *wrong*
- Logical consequences for *wrong* choices need to be consistent throughout the school and provide an opportunity for the student to modify and improve their behaviour in the future
- Students, staff and parents must be aware of the *rules* and review them regularly
- Teaching staff and parents must discuss student related issues at a mutually convenient time and place to ensure confidentiality

CLASSROOM MANAGEMENT PLAN

1. To assist *classroom management*, teachers, together with their students, are advised to draw up rules for their classroom early in the year. As a guide it is advisable to cover:
 - Communication
 - Safety
 - Movement
 - Manners
 - Disputes
 - Learning
2. To address *disruptive behaviour* (such as calling out, refusal to complete tasks, answering back, disrupting other students) the staff member may choose to:
 - remind the student of the rule
 - restate the rule
 - give the student the choice: *cooperate or accept consequences*
 - If cooperation doesn't eventuate issue a *formal* warning (name on board)
 - Move the student to a *time-out* area in classroom to reconsider behaviour.
 - "name X" on board.
 - Student is able to return to desk after short period (5-10 min).
 - The student is moved to time-out area for a session for the rest of the day ("name XX" written on board).
 - Record on behaviour slip.
 - Refer student to Principal

When a student has displayed disruptive behaviour on up to three occasions parents may be informed and requested to attend for interview.

The Principal may issue a 3 day Behaviour Monitoring Card.

3. To address *obscene language* or *violent aggressive behaviour* to an adult or student:
 - The student will be removed immediately from the class to the principal/office
 - The staff member will provide the principal, as soon as possible, a brief written report via the behaviour slip
 - The principal will contact the parents to address the issue
 - The parents will be informed that a repeat of this behaviour could result in a *short suspension*
4. To address *on-going behavioural problems*, staff members will:
 - Advise and seek support from their colleagues, school principal or school counsellor
 - Refer students to the school counsellor

PLAYGROUND MANAGEMENT PLAN

1. To address *minor playground misbehaviour*, (such as breaking a school rule, being out of bounds, unsafe use of equipment, running on a path), the student may:
 - Walk with a teacher to discuss the rules and a solution to the problem and/or
 - Be sent to a designated *detention area* to cool down and think about what has occurred and what should happen in the future
 - Record in playground incident folder
2. To address *anti-social behaviours*, (such as name calling, teasing, spoiling other students' games), the student will:
 - Walk with the teacher, discuss rules and solutions
 - Be sent to the *detention area (end of verandah)* to cool down and think about what has occurred and what should happen in the future
 - Record in playground incident folder
 - Recurring incidents refer to principal.

3. To address *disputes over rules of games* the teacher on duty may:
 - Stop the game
 - Mediate until students agree to a resolution of the problem
 - (where no solution is reached) the game will be disbanded and any equipment returned and if necessary student/s sent to *detention area*
4. To address *bad language and low level aggression/violence* the staff member may:
 - Take necessary action to protect the safety of students
 - Send the offender to the *detention area* or the principal
 - Record in playground incident folder
 - The principal may notify the parents of the incident and action taken;
 - Issue a Behaviour Monitoring Card, and
 - Direct student to *detention area*
5. To address *violent behaviour*:
 - The staff member will send for the principal
 - The student will be escorted from the playground
 - The principal will take appropriate action (see below)

SERIOUS CASES OF MISBEHAVIOUR: SUSPENSION AND EXPULSION

- The principal may take action to suspend a student from school (in line with departmental guidelines) when the student is guilty of gross insolence, persistent disobedience, or physical or verbal violence
- In determining whether a student's behaviour warrants suspension, the principal will consider the welfare of the student, teachers and other students in the class or school (a guiding principle is that the unacceptable and disruptive behaviour of one student should not be allowed to interfere with the educational progress of other students and/or threaten the well-being or motivation of teachers)
- In urgent circumstances the principal may suspend the student immediately
- The director-general makes decisions regarding expulsion; expulsion means that the student may not attend NSW Government schools and this occurs only in the most extreme cases of inappropriate behaviour.

SUPPORT FOR STUDENTS

- Support will be given to students who are frequent offenders. This may be in the form of counselling (by the class teacher, executive, student support personnel) and an individual behaviour contract instituted if warranted.

4. SCHOOL ROUTINES

BEFORE SCHOOL

- Students arriving at school prior to 8.30am will wait on the seats on the verandah
- **At 8.30am** students should leave bags in the designated area and then go to the playground
- Students are only permitted into the classrooms with teacher permission and presence
- Play on fixed equipment, and contact games are prohibited before school

MORNING ASSEMBLY

- The bell will be rung at **9.15am**
- The bell indicates that play stops
- Students will line up in the assembly area

In relation to lunch and recess teachers will designate a play area

RECESS

- The bell will be rung at **11.10am**
- Students may use the fixed equipment
- At the **11.30am** bell the students will line up in their designated area

LUNCH BREAK

- The bell will be rung at **1.00pm**
- Students will be supervised eating their lunch seated in the lunch area
- At **1.15pm** the teacher dismisses students from this area
- Equipment will now be available from the sports shed
- At the **1.50pm** bell the students will line up in their designated area

AFTER SCHOOL

- At **3.15pm** students will be dismissed from their classes
- Teacher on bus duty will supervise students using buses via bus duty roster
- Students do not use outer playground while waiting for second bus.

WET WEATHER

- Weather shed/COLA
- Teachers and students will be advised by teacher on duty when students are to remain inside in wet weather
- Supervision by teacher on duty re playground duty roster.

5. BULLYING

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

Staff members at the school will use their professional judgement to:

- Incorporate lessons in the PD Health program that examine the nature of bullying and actions which can be taken to reduce incidents; this can occur using a variety of up to date related resources.
- Make students aware of *bystander power* (active encourages, physically assist bullying; passive supporters, smile at the bully and isolate the victims; passive rejectors, stand near the victim and do not smile at the bully; active challengers, tell the bully to leave the victim alone)
- Examine playground usage and playground supervision procedures
- Be aware of students with limited social skills and encourage their full participation in class and playground activities
- Respond to notifications by students or parents and react to observations of bullying, validate reports and record incidents if necessary
- Support victims and bullies through school and departmental services
- Parents of bullies will be notified if the bullying persists and actions will be taken in accordance with the school's *whole school discipline plan*

6. BUS TRAVEL

Students are to follow the *code of conduct* rules below, set out by the RTA.

CODE OF CONDUCT

To ensure your safety and the comfort of other passengers

Students will:

- Behave safely at all times
- Respect the needs and comfort of other passengers
- Respect bus property by not marking or damaging it
- Always follow instructions about safety on the bus
- Be seated at all times

Students will not:

- Distract the Driver except in an emergency
- Smoke, eat or drink on the bus
- Allow any part of their body to protrude from the bus
- Fight, spit, use offensive language or place their feet on seats
- Throw any article inside, or out of, the bus

7. MISCELLANEOUS: UNIFORMS AND EXCURSIONS

UNIFORMS

- The wearing of uniforms is encouraged to develop the feeling of belonging to the school
- Specific uniform guidelines are set out in the school's information booklet
- For health and safety reasons inappropriate footwear and clothing are not acceptable as school wear
- During summer, students must wear a hat for their own protection. Those without hats will be restricted to play and activities in the covered shade areas of the playground during both the recess and lunch periods.

EXCURSIONS AND SPORTING EVENTS

- When students are representing the school, attending any activity organised by the school or under the auspices of the school, student behaviour should be consistent with school rules.
- A student's exclusion in out of school sport and excursions may result if, after intervention, behaviour support and parental contact, their behaviour is not consistent with the school rules, or they have been issued with a current Behaviour Monitoring card.
- The decision on exclusion will be made by the Welfare and Discipline committee in consultation with the Principal based on the documentation available.

AWARDS, FORMS AND LETTERS

1. Student of the Week
2. Merit Certificates
3. Casual Teacher Day Folder
4. Behaviour Slip

Table Top Rural Fire Service
Invite you and your family to attend a



Community Information Session
to make sure you know the answer to:
“What will everyone do when there is a fire?”

**Please come to the Table Top RFS Shed on Burma Rd
at 6pm on Tuesday 9 February 2016.
It's an hour that could save your life or your property.**

Table Top RFS volunteers are organising a series of information and planning events to:

- Raise awareness of the fire risk for your property
- Discuss local fire issues and risks
- Support communication in your neighbourhood
- Strengthen local neighbourhood networks, and
- Support individual, family and neighbourhood fire plans

The first event will focus on:

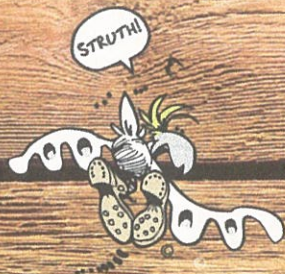
- Identifying the fire risk for your property
- Discussing the responsibilities of property owners and RFS volunteers
- Identifying local neighbourhood networks/areas
- Organising local neighbourhood support events as needed
- Organising fire plan training as needed by our community

Tues 9 Feb, 6-7pm, RFS Fire Shed, Burma Rd

Before the meeting, everyone is encouraged to visit www.myfireplan.com.au and think about:

“What will you, your family & your neighbourhood do when there is a fire?”

**For further information please contact:
Table Top RFS President, Noel White on 6026 2899**



The ETTAMOGAN PUB Café



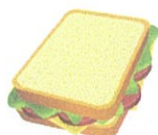
CANTEEN PRICE LIST 2015

Ph: 02 6026 2070

SANDWICH* FILLINGS

Available Meat – Chicken/Ham/Tuna

	*rolls extra	\$0.50
Buttered Roll		\$0.80
Vegemite or Jam		\$1.50
Cheese		\$2.00
Tomato, Cheese & Lettuce		\$2.50
Egg		\$2.40
Egg & Lettuce		\$2.50
Ham, Cheese & Tomato		\$3.50
Chicken, Lettuce & Mayo		\$3.50
Salad		\$3.50
- Lettuce, Tomato, Carrot & Cheese		
(Beetroot, Egg or Avocado - 20c extra)		



Meat & Salad (Egg on request)	\$4.00
Meat & Salad Wrap	\$4.50
Cold Boiled Eggs	\$0.80
Chicken Strip Wrap	\$5.00
- Chicken, Lettuce, Cheese, Tomato & Mayo	
(toasted optional)	

Cold Meat & Salad Lunch Packs	\$5.00
In a plastic container with fork	
Salad as above & Pasta Salad	

TOASTED SANDWICHES

Toasted Cheese	\$2.20
Toasted Ham & Cheese	\$3.50
Toasted Ham, Cheese & Tomato	\$3.70
Toasted Spagetti & Cheese	\$2.50

DRINKS

Apple Juice 100% 200ml	\$2.00
Apple & Blackcurrent Juice 100% 200ml	\$2.00
Orange Juice 100% 200ml	\$2.00
Large Apple Juice 500ml	\$3.00
Large Orange Juice 500ml	\$3.00
Up & Go - Choc Ice	\$1.50
Plain Milk 300ml	\$1.20
Flavoured Milk 300ml	\$2.00
(Chocolate, Vanilla & Strawberry)	

HOT FOODS

Tomato Sauce is an EXTRA 20c



Chicken Nuggets	\$0.50
Chicken Strips (crumbed chicken tenders)	\$1.50
Cocktail Frankfurts (3 per serve)	\$1.20
Hash Browns (Gluten Free)	\$0.70
Hot Cup of Noodles - Beef or Chicken	\$2.50
Party Pies (Lite)	\$1.00
Party Sausage Rolls	\$1.00
Pies - Beef (Lite)	\$3.00
- Potato Topped	\$3.50

BURGERS

Chicken Burger	\$4.00
- Chicken, Cheese, Lettuce & Mayo	
Beef Burger	\$4.00
- Beef, Cheese & Sauce	



**extra salad items may be added for \$0.50

HOT DOGS

Hot Dog with Sauce	\$3.00
Hot Dog & Fruit	\$3.50
1/2 Hot Dog with Sauce	\$2.00
1/2 Hot Dog with Fruit	\$2.50

