



FABULOUS FATHER'S DAY CELEBRATION

What a turn out for the Father's Day breakfast! It was so lovely to see so many dads, mums and families come into school and enjoy breakfast together. The students' faces were beaming! We fed close to 200 people for breakfast. We had 22 loaves of bread and we cooked 15 dozen eggs, 11kgs of bacon, 3 dozen sausages and we still had some food left over..... who would have thought? Fabulous event with our school community. Thank you to the P&C for another wonderful Father's Day stall and raffle.

Jodie Holt, Principal

PRINCIPAL'S AWARD

Congratulations to Samuel, Nate, Clare and Rachael who each received a Principal's Award at this fortnight's assembly.



FROM THE PRINCIPAL

Last week we had our first student led conferences and I have heard some great feedback. I am so impressed with our young learners being able to confidently articulate what they have been learning, what goals they have achieved and what their next goals are. They are empowered and are in charge of their learning – they know what the next goal is and how to be go about achieving it. Student led conferences were definitely a chance for the students to shine!

Early next term we will be making some exciting changes to assembly and our lining up under the COLA. Keep your eye on this – we will send home some information shortly!

ATTENDANCE MATTERS

We have recently been reviewing some of our procedures. Last week I discussed the review on the Attendance procedures. I have attached them to this newsletter for your information. Some important notes for parents/carers –

- Staff monitor patterns of student absence
- Staff follow internal processes of support – they will discuss any attendance concerns with their Supervisor/Assistant Principal. They will also bring the concern to the attention of the Learning and Support team, which meets weekly meeting with Assistant Principal, Teacher, Learning and Support Teacher and School Counsellor. They may also bring the concern to the attention of the Principal.
- Students with equal to and/or under 85% attendance are discussed at the weekly Learning and Support meeting and are of concern. This is equal to five days absent this term. If your child has had more than five days off this term already, his/her attendance is of concern.
- The principal will communicate with the Home School Liaison Officer for habitual or consistent absence.
- Parents/carers have the responsibility to ring the school, email the school or send a skoolbag notification when your child is not at school to explain absence. All absences must be explained within seven days of the absence.
- If your child is marked absent on the roll and it has not been explained you will receive a text message.
- Parents/carers must apply for an extended certificate of leave of absence for approval if having a holiday/extended leave during school term
- Parents/carers must explain the absence, if you have not done so already, when student returns to school.

From The Principal Cont.

TELL THEM FROM ME

I am delighted that this term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the Tell Them From Me student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices. The survey is only for students in Years 4, 5 and 6.

You may remember that our students also participated in a Tell Them From Me student survey in Term 1 this year. Asking students to complete the survey twice in one year allows us to identify trends in student responses as well as track engagement and motivation across the school year.

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used Tell Them From Me to survey 5.4 million students. Capturing the voices of our students will help improve how we do things at our school.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au>

I want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 26 August and 25 October. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey has been sent home with students. Please let the office staff know if you need a new one. If you do not want your child or children to participate, please return the form to school by this Friday 13 September.

I have already sent home the information regarding the parent survey. We are also participating in the Partners in Learning parent survey on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement. Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school.

This valuable feedback will help our school make practical improvements. The survey is conducted entirely online on smartphones, iPads, tablets, laptops or computers. The survey will typically take 15 minutes or less to complete and is completely confidential.

The parent survey will be conducted between 5 September and 25 October. Although participating in the survey is entirely voluntary, your responses are very much appreciated. To complete the survey, use the link below

<http://nsw.tellthemfromme.com/65hn4>

A FAQ guide can be found here

https://surveys.cese.nsw.gov.au/images/FAQs/TTFM_Student_Survey_FAQs_Parent_and_Carers_T32019e.pdf

Thank you for your time

POSSUM MAGIC



On Tuesday 27th August, Preschool and Kindergarten went on an excursion to the Civic Theatre to watch the stage production of Possum Magic. Our excursion began by travelling to Newcastle on a large 'bendy' bus - that was very exciting! Once we arrived at the Civic Theatre we met people known as ushers, it was their job to walk us to our seats. Possum Magic was an exciting stage show full of humour and special effects. The show was made up of four actors who played several roles. At the end of the show, they had a question and answer time. Students were selected from the audience to ask questions about the play. We learnt how they made fire, how the magic book turned pages on its own and how Hush became invisible - We can't tell you how as we were sworn to secrecy!

CANTEEN ROSTER

TERM 3 WEEK 9

Monday 16 September

L Donnelly, R Really

Tuesday 17 September

R Gorfine

Wednesday 18 September

A Morris, D Rowan

Thursday 19 September

D White, J Moran

Friday 20 September

W Pugh, C Prentice, L Gledson, H Smee

TERM 3 WEEK 10

Monday 23 September

M Gill, K Callinan

Tuesday 24 September

M Mackay

Wednesday 25 September

J Daubney, A Campbell

Thursday 26 September

P Matthews, L Sidden

Friday 27 September

J Ellery, Y Senior, D Oliver

PRESCHOOL TRANSITION SPORTS MORNING



Today was the beginning of our transition to school program. Year 5, current kindergarten and prior-to-school students all met and participated in some rotational outdoor activities. It was a fantastic day where all students worked cooperatively together to develop relationships with prior-to-school students. This was a wonderful opportunity to familiarise prior-to-school students with our school, current students and staff. While all children were engaged in their activities outside, parents attended an information session in the library. This session gave parents an opportunity to meet the principal and current kindergarten teachers and receive necessary information about starting at Stockton Public School. All parents received an information pack to support the information given at the session. Our next transition session is a Play Visit and it will occur on Wednesday 23rd October from 10 - 11am. Please refer to the save the date calendar that was sent home for up and coming transition sessions.

K-2 ABORIGINAL CULTURAL DAY

Some K-2 students from our school attended the Aboriginal Cultural Day held at Hamilton Public School on Tuesday the 10th September. Other schools in the area also were involved and it was a fun and action packed day. The children were divided into four groups and rotated through various activities. The activities included story telling around the yarning circle, team games, dancing and making rainmakers which the children were able to individually decorate. The children enjoyed a sausage sandwich for lunch. A big thank you to all the parents and carers who were able to transport children, as well as Hamilton Public School for hosting such a great event.

Val Morrison, KM Class Teacher

3 DAY JUNIOR & CADET TENNIS COACHING CLINIC AT STOCKTON TENNIS CLUB



Coach James Bellette will be running a clinic on the first week of the upcoming School Holidays. It will be held on Monday 30th September, Tuesday 1st and Wednesday 2nd October. Times are from 9.00am to 1.00pm and you can attend for 1, 2 or the whole 3 days. Presentation and lunch provided on Wednesday only.

Normally \$30 a day, the club and NCIG are subsidising this clinic so only pay \$20 per day or \$50 for the three days if you are a club member. Not a member? You can become a junior club member on the first day of attendance. BYO hats, sunscreen, snacks, lunch and water.

Please confirm if you will be attending as soon as possible to Tamara Johansen on 0438 315 152 to book your spot.



TERM 3 STOCKTON PUBLIC SCHOOL CALENDAR

T3	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
9	16/9	17/9 ~ ICAS English ~ STEM4TEN	18/9 ~ STEM4TEN	19/9 Choir @ 8:15am ICAS maths	20/9	21/9	22/9
10	23/9	24/9 ~ Performance Day and Night	25/9 ~ Performance Day and Night	26/9 ~ STEM4TEN	27/9 ~ STEM4TEN	28/9	29/9
H	30/9 7/10	1/10 8/10	2/10 9/10	3/10 10/10	4/10 11/10	5/10 12/10	6/10 13/10



FATHER'S DAY BREAKFAST



STOCKTON PUBLIC SCHOOL ATTENDANCE PROCEDURES

INTRODUCTION

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

POLICY CONTEXT

The *Education Act 1990* requires the parents of children of compulsory school age to enrol them at a government school, or registered non-government school or to register them with the Board of Studies for home schooling. The Act also requires parents to ensure the regular attendance of their children at school. It is an offence for parents to fail to meet these obligations unless they can show they have a defence (for example, illness or accident). Parents convicted of this offence, may be fined up to \$1100 for each offence.

The Department undertakes legal action in the case of parents who do not fulfill these obligations despite all reasonable measures being undertaken by school and regional staff to support them.

PURPOSE

Research indicates that students who attend school regularly are generally more successful than those who are frequently absent. Stockton Public School (SPS) is committed to the provision and implementation of a broad range of systematic and individualised strategies for improving school attendance, within a framework of student wellbeing, to enhance important social and learning outcomes for all students.

Students at SPS are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Stockton Public School takes a positive approach to improving student attendance. Our Plan identifies and implements core practices and processes that support regular attendance and learning.

AIMS

The staff at SPS recognise the importance of developing and implementing effective attendance strategies and practices to maximise learning outcomes for our students. To improve attendance we realise the importance of working in partnership with parents and are committed to ensuring the following core attendance beliefs and practices are established in our school.

- regular school attendance improves teaching and learning outcomes for students
- explicit teaching and promotion of the values of positive attendance
- promotion of school's high expectation of attendance to students, parents, and the community
- effective roll marking procedures that are consistent with departmental and legal requirements
- prompt follow up of absences
- Learning Support Teams (LST) to support students with unsatisfactory attendance
- collection and analysis of attendance data to monitor and review effectiveness of school strategies
- early identification and supportive intervention for students at risk of non-attendance
- the creation of safe and supportive learning environment for all students

IMPLEMENTATION

Positive Attendance for Learning (PAL) Strategies

Strategies to promote and improve student attendance	Staff roles and responsibilities	When
Accurate roll marking	Classroom teacher (CRT)	Daily
Absentee Notes	CRT to distribute to students returning to school without explanation of absence	As required
Attendance monitoring	Principal, Executive and Learning Support Team (LST)	Fortnightly
Attendance meetings	Executive and Parents	As required
Additions to Newsletters	Principal	Each term

RESPONSIBILITIES

Parents must ensure:

- Their children of compulsory school age are enrolled in a government or registered non-government school or, they are registered with the Board of Studies, Teaching and Educational Standards (BOSTES) for Home Schooling.
- Their children who are enrolled at school attend every day the school is open for their instruction.
- They provide an explanation for absences by means such as a telephone call, written note, text message or email to the school within 7 days from the first day of any period of absence.
- They work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school
- They provide a medical certificate for recurring absences.

School staff are required to:

- Provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- Promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.
- Maintain accurate records of student attendance.
- The classroom teacher will undertake all reasonable measures to contact parents after two days of absence where parents have not contacted the school.
- Expect and follow up notes to explain absences when a student returns to school.
- Remind students of the attendance requirements of Stockton Public School.
- Involve the Learning Support Team(LST) where necessary.
- Alert the principal, or staff member responsible for monitoring attendance, when a student's pattern of attendance is of concern, or if no explanation is received from the parent or carer within required timeframes.
- When nominated by the principal, liaise with external agencies, arrange referrals and coordinate involvement of the school with other services and agencies working with students. Nominated staff provide feedback about outcomes to the principal.
- Report concerns about the safety, welfare or wellbeing of a child or young person to the principal.

School executive:

- Be aware of any students who have attendance problems in the classes you supervise.
- Check regularly with teachers to monitor any 'at risk' students.
- Communicate with teachers regarding any welfare issues involved in lateness and in non-attendance.

School principal:

- Provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.
- Follow up unexplained absences or unacceptable attendance patterns.
- Ensure that school staff are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- The Director or nominee (HSLO) is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

MAINTENANCE OF ATTENDANCE ROLLS

Classroom teachers mark attendance at the commencement of each day with the school rolls being maintained on the administration computer system. Paper attendance rolls are to be accurately maintained when students move to Library or to any external event or activity.

Partial absences are recorded at the school office. Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded centrally.

Parents of students who are marked absent, will receive a text message, by 9:30am, notifying them of their child's absence if they have not explained the absence to the front office or class teacher.

Acceptable reasons for being absent from school include: an unavoidable medical or dental appointment (preferably these should be made after school or during holidays), attendance at special religious ceremony, attendance at a serious/urgent family situation, too sick to go to school or has an infectious illness.

APPLICATION FOR EXTENDED LEAVE- TRAVEL

- Parents may make an application for extended leave- travel, if their child is going to be away for an extended time for holidays.
- The application form must be obtained from the School Office and returned to the School Office, along with travel documentation (such as an itinerary or e-ticket).
- The application must be made before the student commences the period of absence. If approved a certificate for extended leave – travel will be provided.
- Children will be marked as absent with leave for the time they are off school.

Maintenance of attendance rolls - procedures

- Teachers accurately mark rolls each day.
- Teachers collect any notes and allocate codes on roll – teachers must record on the note; date received, code allocated and signature.
- All absentee notes from parents are to be collected and stored in classroom until the end of each semester, when they are sent to the office in an envelope clearly labelled with the class and the year.
- On the second consecutive day a student is absent, class teacher phones home – record on ‘Two Day Consecutive Absence’ note. Log on Sentral in wellbeing “parent contact not incident related”
- IF the parent does not answer or return the call, the class teacher will call and record every day thereafter.
- Reasons for absences, whether written or verbal, must be recorded with details ie type of illness, type of leave, etc
- When a student returns from an absence, if no note has been received by the second day back, teacher sends ‘Student Absence note’ home with student.
- Class Teacher to discuss any attendance issues or concerns with the Assistant Principal for follow up.
- Roll marking inconsistencies need to be reported to the school office.

STRATEGIES AND PRACTICES TO PROMOTE AND IMPROVE STUDENT ATTENDANCE:

- Accurate roll marking and prompt follow up of absences within two days.
- Monitor and discuss as necessary late arrivals/partial absences.
- Review strategies to support improved school attendance regularly.
- Regularly inform parents of attendance requirements through newsletters, and the option to verbally explain absences.
- Attendance information presented at Meet the Teacher and Kinder Orientation - standard information about HSLO and school attendance requirements to be presented to parents in both written and verbal form.
- School counsellor and/or Home School Liaison Officer can assist with strategies such as Home visits/Parent interviews, action plans for the student’s return to school, contacting relevant welfare agencies if necessary.
- Children with chronic absences will receive an individual attendance program in consultation with the student, parents, School Counsellor and HSLO.

MONITORING

Regular roll checks will be made by both the Principal and the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable attendance pattern.

PROCEDURES FOR DEALING WITH UNACCEPTABLE ATTENDANCE

School Measures

SPS implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. When classroom teachers feel a student has an unacceptable attendance pattern and the student is not already being monitored, they should make a referral to the LST. The LST will discuss and implement strategies to improve attendance. This must include the use of monitoring with the Sydney Region Attendance Checklist for Schools so that appropriate documentation is available if a referral needs to be made to the HSLO. Other strategies include letters, phone calls, interviews and family support.

In the case of a student who has been identified with unacceptable attendance (an attendance pattern of less than 85%), it is necessary to document the measures taken to monitor and improve attendance to support a Home School Liaison Officer (HSLO) referral.

Intervention - procedures

- Absence explanation notes sent home – Office will issue notes for any students who have an unexplained absence for the previous week each Monday.
- Teacher speaks to student regarding absences.
- Phone contact with parent/guardian.
- Parent/Teacher Interview
- Investigation of home issues (may require referral to outside agencies via LST)
- Investigation of social issues, including bullying
- Teacher reports consistent absence issues with Principal.
- 85% and below attendance report tabled fortnightly at Learning Support Team meetings and attendance problems identified.
- Student referred to Learning Support Team
- Formal letter home from Principal, outlining legal requirements of school attendance
- LST refers unresolved attendance issues to appropriate personnel or agency eg Principal, HSLO, DOCs etc
- Teachers continue to monitor and report to Assistant Principal throughout this process to ensure all cases are resolved.

HSLO INTERVENTION AND INVESTIGATION

Where the school has taken all reasonable action to support the regular attendance of a student of compulsory school age but the student continues to attend erratically, the matter should be referred to the Home School Liaison Officer for investigation. Investigation, including a review of school documentation, must be completed within five school days of referral.

EVALUATION

This policy will be evaluated every three years.

THE GREATEST SHOW



When: Tuesday 24th September @ 12 Midday and 6.00pm
Wednesday 25th September @ 12 Midday and 6.00pm

Where: The School Hall **Phone:** 4928 1101 / 4928 1233

TICKETS are \$5.00 and are only available from the school office

NO ONLINE PAYMENTS

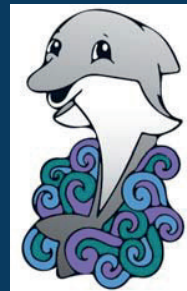
Tickets on sale from MONDAY 19TH AUGUST



Stockton Public School

Quality education for life in a safe, caring environment.

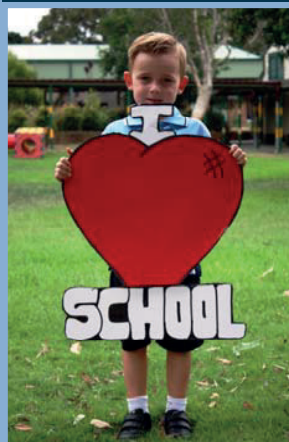
UNITED - SAFE - ENGAGED



Enrolling now for 2020



Preschool & Kindergarten



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