

LUTHERAN SCHOOL WAGGA WAGGA



PARENT HANDBOOK



October 2020



LUTHERAN SCHOOL WAGGA WAGGA
TAMAR DRIVE TATTON NSW 2550
AUSTRALIA

Email		admin@lpsww.nsw.edu.au
Website		http://www.lpsww.nsw.edu.au/
Telephone		(02) 6923 8100
Out of School Hours Care and Vacation Care		(02) 6923 8124
Facsimile		(02) 6926 2124



Follow us on social media

Download our free Skoolbag app for iPhone or android smart phones



WELCOME

This handbook provides you with relevant and important information in relation to our school. It is intended to support and underpin our partnership in the nurture and education of your children.

We value your support and your choice to join us for the Christian education of your children.

We look forward to our years together as we strive to provide a quality environment for students to learn and grow.

The current version of the Parent Handbook can be viewed on our school website <http://www.lpsww.nsw.edu.au/>

CONTENTS

	Page	
Introduction to LSWW	School Motto	5
	Mission Statement	5
	Values	5
	School Logo	5
	Aims	5
	School Map	6
Governance and Administration	Ownership	7
	Governance – School Board	7
	Board Members	8
	School Staff	9
Attendance and Daily Routine	School Day	10
	Attendance	10
	Student Free Days and Term Dates	11
	School Worship and Assembly	12
Communication	Methods of Communication	12
	Contacting the School	13
	Raising Questions and Concerns/Complaints	14
	Parent Involvement	15
Finance	Tuition Fees	15
	Tuition Fees Policy	17
	Representative Support	17
	LLL School Banking	17
	Student Accident / Property Insurance	18
Health	Allergies - Anaphylaxis	18
	Student Medication	18
	Illness	19
Other Activities and Services	House Teams / School Sport	20
	Camps	20
	Canteen	21
	Instrumental Music / Speech and Drama – Private Tuition	21
	Outside School Hours Care (OSHC) and Vacation Care	21

	Page	
Wellbeing and Safety	Pastoral Care and Student Wellbeing	22
	Behaviour Learning	22
	Child Protection (Working With Children) Act 2012 (NSW)	22
	LCA Standards for Ethical Behaviour	27
	Visitors and Volunteers	27
	Sun Safety and School Hats	27
	Riding a Bike to School Safely	29
	Hot Weather Play Arrangements	29
	Evacuation and Lock Down	29
	Student Phones and Digital Devices	29
	Hazardous Substances and Materials	29
	Animals on School Grounds	29
Student Learning	Formation of Classes	30
	Learning Enrichment	30
	Languages – German	30
	Music	30
	Physical Education	31
	Library	31
	Digital Technology	31
	Home Learning	31
	Progression Through School	32
Support and Involvement	School Chaplain	33
	Care Coordinators	33
	Parents and Friends Committee (P&F)	33
	Peer Support and Buddy System	34
	Student Leadership	34
	For Parents – Helping your child deal with disappointment	36
Travel	Bus Passes	37
	Students on Site Before and After School	38
	School Parking, Drop off and Pick up	38
Uniform	Uniform Stockists	39
	Personal Grooming	40
	Lost Property	40
	Uniform Requirements	41
Appendices	Parental Code of Conduct	43
	Complaints Policy	45
	Care Coordinator Guidelines	48
	P&F Membership and Terms of Reference	50

SCHOOL MOTTO

“Learn and Grow in Christ”

Lutheran School Wagga Wagga (LSWW) is a ministry and mission activity of the Bethlehem Lutheran Church Wagga Wagga and has as its foremost aim to provide a Christian education.

MISSION STATEMENT

The Mission Statement of Lutheran School Wagga Wagga is:

“To work under God in partnership with parents to provide an inclusive, nurturing and high quality education for every student”.

VALUES

Lutheran School Wagga Wagga promotes and teaches the values:

LOVE HOPE COMPASSION QUALITY SERVICE RESPECT
HUMILITY APPRECIATION COURAGE JUSTICE FORGIVENESS

SCHOOL LOGO

Our goal as a Christian school is for all our students to **learn and grow in Christ**. Our logo emphasises these words and incorporates symbols and colour to expand on them.



The **cross** of Jesus Christ is central to our Christian faith and reminds us that Jesus died to bring God’s forgiveness to all people. Jesus referred to himself as the **vine** and promised that all who remain connected to him through faith will have new life. The **wheat** represents the seeds of faith and learning that will bless the students and those around them. The **flowing water** reminds us that God washes us (through baptism) and refreshes us with the Word of God. Not only this, but the vine, wheat and water reflect the environment, culture and business of our local Riverina area.

AIMS

The aims of Lutheran School Wagga Wagga are:

- To provide a high quality, Christ-centred school education.
- To provide, for each child, a wide range of experiences and activities which will stimulate a continuing interest in learning.
- To provide a Christian atmosphere where each child is individually encouraged to develop his or her God given talents.
- To promote an atmosphere, in which learning is valued, excellence is encouraged and honest effort is recognised and praised.

A Christ centred school

Because Lutheran School Wagga Wagga is a Christian school owned and operated by Bethlehem Lutheran Congregation, we share in the mission of the Christian church expressed by our Lord in John 20:21; *"As the Father has sent me, I am sending you;"* Matthew 28:19, *"Go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit;"* and Mark 16:15, *"Go into all the world and preach the good news to all creation."*

Our foremost desire, therefore, is to make and keep the mission of Jesus Christ central in all aspects of every school activity, both inside and outside the classroom. Our aim is to help people learn and grow in Christ.

A Christian community

We believe everyone associated with our school - students, staff and families - is God’s creation and therefore equally precious. This essential truth is expressed in our school via our intention to live as a microcosm of the Gospel: a worshipping community where all involved with the school both share and experience God’s forgiveness in Christ; and where the contribution of each person is encouraged, valued and appreciated. Our aim is a school characterised by genuine Christian community; a school permeated by Jesus Christ and his love.

Servants and service

Through practice of the Christian model of servant leadership (Matthew 20:26-28) we endeavour to prepare and equip students and others for the good of the greater community in which they are to take their place and use their God given gifts in service to others and to the honour and praise of God.

Excellence in education

We are committed to academic excellence. We are also committed to planning and providing a broad curriculum, which will contribute to the development of each student's uniqueness and cater for a wide range of abilities including giftedness. We employ quality teachers and support them through appropriate remuneration, favourable working conditions and opportunities for training and professional development.

Facilities and resources

Our aim of achieving excellence extends to the facilities and resources our school provides, within the means available, for the entire school.

SCHOOL MAP

Map legend

- K Girls
- K-2 Girls
- 3-6 Girls
- Adult Female
- K Boys
- K-2 Boys
- 3-6 Boys
- Adult Male
- ⊕ Disabled Male/Female

- | | | |
|-------------------------------------|--------------------------|---------------------------|
| 1. Kindergarten | 12. Year 2 | 23. Year 3 |
| 2. Kindergarten | 13. Canteen | 24. Learning Hub |
| 3. Junior Primary (K-2) playground | 14. Uniform Shop | 25. Learning Shed |
| 4. Outside School Hours Care (OSHC) | 15. Library | 26. Year 5 |
| 5. Hall/chapel (multi-purpose) | 16. Handball court | 27. Year 5 |
| 6. Music Room | 17. Years 3-6 playground | 28. Year 6 |
| 7. Parent Room | 18. Groundsman | 29. Year 6 |
| 8. German Room | 19. Year 4 | 30. PE/Sports Coordinator |
| 9. Year 1 | 20. Year 4 | 31. Demountable classroom |
| 10. Year 1 | 21. Staffroom | 32. Demountable classroom |
| 11. Year 2 | 22. Year 3 | |



OWNERSHIP

Lutheran School Wagga Wagga is a non-profit company limited by guarantee. The directors of the company are elected by Bethlehem Lutheran Church at regularly convened voters' meetings. The pastor of the congregation is, by right of office, a director and does not need to be elected. These directors of the company are responsible in law for corporate affairs of the school. They serve without pay in a voluntary capacity.

All directors must be members of the congregation except for the appointee of the Parents and Friends (P&F) who must be a parent of the school. The principal, business manager and deputy principal act as consultants. We refer to this group collectively as the School Board. This means that Bethlehem Lutheran Church has ownership.

GOVERNANCE – SCHOOL BOARD

The Board members are responsible for the governance of the school and are involved in long term strategic planning, the appointment of the school principal and the adoption of policy to guide administration. They must ensure that the school is operated in accordance with the laws and regulations of the state and federal governments and the teachings of the Lutheran Church of Australia.

Duties of the School Board include:

- Promotion of the school among members of Lutheran congregations and in the wider community.
- Implementation of policies, programs and projects in line with Lutheran Education Australia.
- Oversight of the general administration of the school.
- Responsibility for providing suitably qualified staff.
- Concern for the wellbeing of staff and students.
- Provision for the academic and theological professional development of principal and staff.
- Oversight of the activities of any school auxiliary group (e.g. Parents and Friends Committee).
- Appointment of a qualified accountant who shall annually audit the financial records of the school.
- Receive regular reports from the principal.
- Place before the congregation such matters, which involve a change of policy or adoption of new projects involving borrowing of money.

Administration

The school is administered on a day to day basis by the principal who is answerable to the Board for all actions. The principal recruits and hires all staff according to policy, oversees their work and ensures that all operations are carried out appropriately and in good order.

The families that choose to send their children to Lutheran School Wagga Wagga are valued and respected clients. The Parents and Friends Committee is an auxiliary body to the school and operates as a committee of the Board.

Involvement

As a matter of philosophy and practice, the school administration and staff seek to work with and support parents in the raising and education of their children. Parents are welcome in the school and we hope that they find opportunities to be involved as volunteers in a variety of ways.

Parents who are members of Bethlehem Lutheran Church have the opportunity to serve as members of the Board. One parent who is not a church member can have the opportunity if nominated by the P&F. From time to time the Board appoints committees to assist it in its work. The finance committee, working with the principal and business manager, is able to appoint any parent with expertise as a member. If a building committee is required, the membership can and should include parents with appropriate expertise.

The Lutheran School Wagga Wagga Board generally meets on the last Thursday of each month.

Raising concerns

In any community the size of Lutheran School Wagga Wagga there will be from time to time concerns that need to be addressed. Parents who have any concerns with decisions and actions of the school staff or administration are encouraged to first go to the teacher or individual and trying to resolve the issue. If that is not successful, then enlist the help of the deputy or principal.

Issues that cannot be successfully resolved through that process can be addressed formally through the Complaints Policy adopted by the Board and available in the Appendices of this handbook and on the school's website.

BOARD MEMBERS

Mrs Johanna Stanton

Board Chair and parent of current students.



Mr Malcolm Kohlhagen

Parent of former students, former Chair of the Board and Chair of the Finance Committee, Chair Bethlehem Lutheran congregation.



Mr Graeme Wenzke

Current and former Board member.



Mr Adrian Whiting

Parent of a current student



Mrs Rhonda Lieschke

Parent of former students. Grandparent of current student.



Mr Brian Leske

Parent of a current student.



Ex-officio Consultants to Board:

Mr Peter Weier

Principal



Mr Dylan Evans

Deputy Principal



Mr David Shaw

Business Manager



SCHOOL STAFF

Mr Peter Weier – MEdst, BEdst, DipT, GrDipEd (Computer Ed)	Principal
Mr Dylan Evans – BSc(HonsBiol), GradCertEd(Primary)	Deputy Principal
Ms Karri von Mengersen – BEd(Primary)	Curriculum Coordinator
Ms Emma Grant – BTeach(ECE)	Year 4 Teacher/3-6 Coordinator
Mrs Lauren Forsyth – BEd(Primary)	Kindergarten Teacher/K-2 Coordinator
Mr David Shaw – BBus (Econ), BBus (Acc), MBA, CPA	Business Manager
Mr Mick Baker – BMinistry, DipMinistry(Chaplaincy)	Chaplain
Mrs Jayne King – Cert Advanced Secretarial (Hons)	Executive Assistant
Mrs Tash Macleod – BA/BTeach	Kindergarten Teacher
Mrs Karen Suckling – GradCertRE, BEd(Primary), DipT	Year 1 Teacher
Mrs Trish Treston – DipEd(Primary)	Year 1 Teacher
Mrs Cindy English – BEd(Primary)	Year 2 Teacher
Miss Hayley Miegel – BEd(Primary), GradDipEdALC	Year 2 Teacher (Mon – Wed)
Mrs Melise Rodda – BEd(Primary)	Year 2 Teacher (Thurs – Fri)
Mrs Nicole Wadley – DipT(Primary)	Year 3 Teacher
Mrs Janelle Thompson – GradDipThEd, BTeach(ECE)	Year 3 Teacher
Mrs Robyn Richards – Dip T(ECE), BEd(Primary)	Year 5 Teacher
Mrs Helen Whatmuff – BEd, DipT	Year 5 Teacher
Miss Clare Duncan - BEd(Primary)	Team 6 Teacher
Mr Gavin Richards – BEd(Primary)	Team 6 Teacher
Miss Kate Daniel – BEd(Primary)	Commencing 2021
Mrs Sam Hamilton – BEd, DipT	Learning Enhancement Teacher
Ms Caroline Stewart – GradDipEd(PDHPE), BSocSc(Rec&HumMov)	PE Teacher/Sports Coordinator
Mrs Lindsie Newham – LLB, BCom (Econ, HR), MTeach(Primary)	German Teacher
Mrs Liz Lieschke – GradDipThEd, DipT(Primary)	Music Teacher
Mrs Jenny Hausfeld – Cert IV(Human Resources)	Finance Officer
Ms Lyn Miller	Admin/Finance Assistant
Mr Michael Lieschke	Technology Officer
Ms Kris Bormann	Resource Manager
Mrs Claire Day	Learning Assistant
Mrs Janine Menzies	Learning Assistant
Mrs Susan Neiberding – DipChnServices, CertIV(Train&Assess)	Learning Assistant
Mrs Philippa Prenzler – BA, DipEd(Sec), MEd(TL)	Learning Assistant
Mrs Catherine Watkins	Learning Assistant
Mrs Jodie Hodgson – Cert III Early Childhood Education & Care	Learning Assistant
Mrs Mary Woodbury	Canteen Manager
Mr Martin Peck	Groundsman
Mrs Rebecca Cameron	OSHC Coordinator
Ms Erica Hawkins	OSHC Educator
Nebosja Bogdanovic	Cleaner
Meliha Bogdanovic	Cleaner

ATTENDANCE AND DAILY ROUTINE

SCHOOL DAY

8:15am	waiting area supervision begins (front of Library)
8:20am	staff devotion/briefing
8:30am	play area supervision commences
8:55am	first bell
9:0am Monday 9:10 – 9:30am Thursday 9:10 – 9:30am Friday 9:10 – 9:30am	roll marked and classes commence K – 6 worship K – 2 worship Years 3 – 6 worship
9:10am to 11:10am	work session one
11:10am to 11:15am	supervised eating
11:15am to 11:45am	free play
11:45am to 1:15pm	work session two
1:15pm to 1:20pm	supervised eating
1:20pm to 1:50pm	free play
1:50pm to 3:20pm Friday 2:40 pm – 3:20 pm (alternate weeks)	work session three K–6 assembly
3:20pm	classes conclude for the day
4:05pm	all students should have left the school

Fruit break

Each morning at school, students are able to have a 'fruit break' in their classrooms. This occurs at approximately 10am in the classroom. Students bring fresh fruit or vegetables that are easily eaten as a 'brain food' top up.

ATTENDANCE

Attendance exceptions

All children are required to attend every day that the school is open except for the following reasons:

- Ill health.
- Planned absences to attend appointments etc.
- Removal for health reasons e.g. chicken pox.
- Extended absences that have been approved by the Principal (see below).

Daily absence

When children are absent from school, parents need to advise the school office by 9:00am. All absences can be advised through the school app, emailing attend@lpsww.nsw.edu.au or by telephoning 6923 8100.

When children are absent from school, a text message will be sent around 10:00am to make sure parents are aware the child has not arrived at school. When your child returns to school following an absence, a written explanation must be given to the school office if you have not previously contacted us. Please do not write absence notes in student diaries.

Illness – exclusion from school

Children are required by law to attend school when in session, unless they are ill. Some contagious diseases require **exclusion from school** (see section on health). Unimmunised children may be asked to stay at home if there is an outbreak of a vaccine preventable disease at school.

Planned absence

For planned absences, parents are to advise the school in advance. If your child/ren will be absent from school for more than ten days, parents are required to complete either the 'Application for Extended Leave – Travel' form or the 'Application for Exemption from School Attendance – Exceptional Circumstances' form.

If these applications are approved by the principal, parents will be given a Certificate of Leave/Exemption. These forms help our school to meet the NSW legislative requirements regarding school attendance. Forms are available on the school website, school app or from the school office. Completed forms can be emailed to attend@lpsww.nsw.edu.au

We are required by law to keep a record of these applications for leave from school.

Holidays outside school holiday periods

Some parents have holiday periods, which are not in tandem with school holidays. It is inadvisable to remove children during the start of any term when new work is introduced. Parents are encouraged to include in their holiday plans activities that will broaden and enhance the learning of their children.

Early arrival or late departure

No child is to be at school before 8:15am unless travelling by bus, or after 4:00pm if the last bus has left. Children arriving before 8:15am are not supervised and are to sit quietly at the seating area in front of the Resource Centre and wait for the teacher on duty.

Late arrival

The school day commences at 8:55am and we remind parents that students who arrive late to school (9:00am and after) need to personally collect a late note from the school office and take it to their class teacher. This includes mornings when chapel is scheduled.

Early departure

Children are not permitted to leave the school grounds while school is in session unless they are accompanied by a parent or guardian.

Students leaving the school grounds while school is in session (e.g. illness, medical appointment, early departure) must be met at the office by their parent/carer and **signed out and collected** then **signed in** if they are returning to school. The sign out/sign in book located in the school office is used when a student is leaving the grounds while school is in session between 9:00am and 3:00pm.

Custody and access orders

Where there are custody and access orders from the family court, parents or guardians must provide to the principal copies of these orders.

Persistent school absences

Persistent school absences without explanation or approval are reportable to government agencies.

Student free days and term dates

Student free days will be available to teachers for staff development activities or parent-teacher meetings. Please refer to our weekly school newsletter for these dates. Term dates are also published in the school newsletter.

STUDENT FREE DAYS AND TERM DATES

2021 Term Dates

Term 1—10 weeks

Wednesday 27 January to Wednesday 31 March

Term 2—10 weeks

Monday 19 April to Friday 25 June

Term 3—10 weeks

Tuesday 13 July to Thursday 16 September

Term 4—10 weeks

Tuesday 5 October to Thursday 9 December

2021 Student Free Days

Term 1

Thursday 1 April

Term 3

Monday 12 July

Friday 3 September (TBC)

Friday 17 September

SCHOOL WORSHIP AND ASSEMBLY

Parents, siblings and other visitors are most welcome to attend assembly and any worship service. School worship and assembly times are below:

Day	Time	Leader	Venue	Participants
Worship				
Monday	9:10 – 9:30am	school chaplain	hall/chapel	Years K – 6 Parents and friends welcome
Thursday	9:10 – 9:30am	staff members	hall/chapel	Years K – 2 Parents and friends welcome
Friday	9:10 – 9:30am	staff members	hall/chapel	Years 3 – 6 Parents and friends welcome
Assembly				
Friday (alternate weeks)	2:40pm (unless informed otherwise)	students	hall/chapel	Years K – 6 parents and friends welcome

COMMUNICATION

METHODS OF COMMUNICATION

It is hoped that you will find these methods of communication a valuable means of remaining informed about school activities.

Handbook

The school Parent Handbook is updated regularly and provides an overview of the range of activities, routines and procedures that underpin our school community. The current version of this Handbook is available on the school website www.lpsww.nsw.edu.au

School app smartphone communication

Our school app is a mobile app implemented to communicate instantly to parents. It works through both smart phones and smart devices such as iPads and android tablets. App functions include push notification alerts, e-forms, school events, school newsletters, class newsletters, parent communication, student absence information, Parents and Friends meeting minutes and information. The school website can also be accessed via the app.

To install the app on your smart phone (iPhone and iPad users) follow these steps:

1. Download the app – search for the free SkoolBag app in the Apple App or Google Play Store.
2. Create an account – sign up with your email address.
3. Add the school – search for Lutheran School Wagga Wagga and add your subscription groups.

School website

The school website address is www.lpsww.nsw.edu.au. On this site you will find information about our school including contact information, enrolment information, school programs and policy documents. The website has a direct plug-in to our school app to access information about our school activities, student absence help, our school newsletter and important notices of upcoming events.

Facebook and Instagram

The school's Facebook page and Instagram account provides a glimpse of what is happening in the school.

Weekly school newsletter

The weekly school newsletter is published every Wednesday. It is emailed to parents and can be viewed on the school app and website.

In some circumstances parents and or students are unable to access our newsletter electronically. Please contact the school office if you wish to receive the newsletter in paper copy.

Class newsletters

Class newsletters are published at the beginning of each term. They are sent home in hard copy with your child and are also available on our school app.

Parent notes

Information and permission notes regarding school activities, incursions or excursions are sent home with your child. As another option, all communication is available to view and print from our school app. Consent forms can be returned electronically to the school office. At this stage we cannot receive payments via the school app.

Student diaries

At LSWW, we use a student diary as one form of communication between school and home. Years 2-6 have formal school diaries and K-1 use exercise books as diaries. Class teachers will check diaries regularly and at least once each week.

Short diary notes sent home may contain information regarding whole school events, classroom activities or other forms of general information. Other ways diaries are used by teachers can include; organising meetings, sharing spelling results, uniform notes, 'what to bring', brief comments about student progress or behaviour, or homework tasks. Students in Years 2-6 will also take their diaries to German/Music lessons each week.

Parents may wish to use the diaries to organise appointments, inform teachers of uniform/homework/informal absentee notification, or to ask for clarification about an event/activity.

In Years 1-6, students are to present diaries to their teacher if there is a note from home. Years 2-6 classroom teachers will initial school diaries each week.

Reporting student progress

Student progress is reported to parents each term. Reporting Meetings are held at the end of Terms 1 and 3. All families are given an appointment time in Term 1 while Term 3 meetings are optional. A written report is provided for each student at the end of Terms 2 and 4.

School magazine

A school magazine is produced each year. It provides an overview of activities and events for the school year. The magazine is given to students in the last week of the school year.

CONTACTING THE SCHOOL

Parents are asked to be thoughtful in this area. Teachers are not able to come to the telephone during class time. Before and after school and during recess and/or lunch breaks, they are often on yard duty. However, for urgent communication, the school office staff will pass on a message.

Communicating with staff

The school values the importance of communicating as the basis for a strong home and school partnership. To enable this to occur in the most effective manner for all concerned, use one of the methods listed below:

For general information requiring only a brief response:

- Write a diary note asking your question.
- Talk to the teacher at the beginning or end of the day if they are available.
- Phone the school office (02 6923 8100) and ask for the staff member to return a call to you.
- Email the school admin@lpsww.nsw.edu.au

For questions requiring a more detailed response:

- Write a diary note asking for an appointment time to meet with the teacher.
- Phone or email the office asking to make an appointment with the teacher (the school office is open from 8:30am until 4:00pm each school day).

Parents are asked not to use emails to communicate directly with teachers as the volume of emails received and this style of communication does not always ensure effective communication. A personal approach is always preferred. General inquiries can be emailed to the school office admin@lpsww.nsw.edu.au

Who to contact

Parent questions or worries can be best addressed by speaking to the right staff member. Generally, questions about your child’s learning and general progress at school should be raised with their class teacher. If, after speaking to the class teacher, you feel the matter needs further consideration or discussion, please make an appointment through the school office to see the Deputy Principal or the Principal.

The table below will give guidance to which staff member you can speak with about particular matters.

Enrolments, appointments with the Principal and Deputy Principal	Executive Assistant
General enquiries, absentees, fee payment, OSHC bookings and payment	School Office
School policy, procedures and developments, unresolved issues	Principal
Whole school routines, whole school events, behaviour issues beyond your child’s class	Deputy Principal
School curriculum queries	Curriculum Coordinator
Homework, class matters, student concerns, student care and behaviour management issues	Class Teachers
Use of facilities	Business Manager
Fee and account enquiries and payments	Finance Officer
Social and emotional support for students and families	Chaplain
Sporting events	Sport Coordinator
Canteen enquiries	Canteen Manager
OSHC and Vacation Care enquiries and bookings	OSHC Coordinator Phone 69 238 124
Uniform Shop enquiries	Mel Crawford; Phone 0427 375 856 Tegan Peel; Phone 0401 665 640

RAISING QUESTIONS OR CONCERNS / COMPLAINTS

Rationale

From time to time parents or carers may have issues or concerns relating to their child’s education or to student, parent or staff relationships. Such issues are most effectively dealt with if they are raised directly with the class teacher. If that is not successful or parents deem it inappropriate, a matter can be raised with the deputy principal or principal in a confidential manner.

Procedure

The following guidelines assist you if you have a concern:

1. Make an appointment to talk to the classroom teacher. It is best if the appointment is made in person or by phone so that you can let the teacher know what subject you wish to discuss. This will facilitate the process and make the most productive use of the time available when the teacher is free to give you his/her full attention. If you consider that the issue you have raised is still unresolved, it is important that you state this to the teacher at the conclusion of the meeting.

Note that part of the K-2 and 3-6 coordinator’s roles is to provide guidance and support to teachers so the teacher may seek advice from the relevant coordinator then get back to you.

2. If the issues are not resolved, make an appointment with the principal to present your concerns. Be specific about what subject you wish to discuss as this will facilitate the process.
3. Meet with the principal. Results of this meeting may include the following:-
 - The situation is monitored.

- Further discussions with the people involved.
 - Outside support for the child or family may be sought.
4. If the school does not receive further information it is reasonable for the issue to be considered resolved. However, if you still have concerns, contact the chairperson of the school board who will try to resolve the situation further. The expectation of the chairperson of the school board will be that the above steps have been followed. These steps are outlined in further detail, including relevant contact details, in the school's Complaints Policy which is included at the back of this handbook.

It is important that these grievances are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is very important to do this wisely. When the matter is discussed in the student's hearing, it is important that the student understands that you have confidence that the issue will be resolved confidentially at the school level.

Criticism of the school or teacher does not support the child's education as it undermines trust and confidence. The school can only deal with issues that are raised in the ways outlined above. If we do not receive information then we assume that all is well.

PARENT INVOLVEMENT

The education of your child is a partnership between home and school. Parents have the major role in the spiritual, emotional, social and physical development of their children. We can only support you.

How to get involved

- Attend school activities e.g. parent information evenings, sporting carnivals and games, chapel services, class events and School Worship Services with our congregation at the Bethlehem Lutheran Church, Athol Street, Wagga Wagga.
- Read school newsletters and class newsletters.
- Join Parents and Friends activities.
- Support class and school activities by helping with class excursions, supporting the Reading / Language program, helping with PE and sports activities, telling teachers about your skills and assisting with classroom activities.

FINANCE

ENROLMENT FEES (for new enrolments only)

Enrolment application fee

A non-refundable Enrolment Application Fee of \$50 applies on acceptance of an offer of a place in our school.

Enrolment confirmation fee

An Enrolment Confirmation Fee of \$375 per child is required to secure each enrolment. This fee is credited to your first term fees on your child taking up their place in class.

Please visit www.lpsww.nsw.edu.au for more information on the enrolment process.

TUITION FEES

Annual fees

Our Commitment to our Families

Lutheran School Wagga Wagga offers students a comprehensive and enriching program to help each child grow to their full potential.

Our tuition fee includes *ALL* compulsory activities where a whole class or the whole school is involved. This means that families can have peace of mind they will not receive additional fees and charges throughout the year while students are participating in compulsory school activities. The *only* extra costs you can expect to receive for a class or school activity are for the Years 3 to 6 overnight camps and some higher level school representation (e.g. state or national competitions).

Discounts apply to siblings enrolled

The compulsory tuition fee covers all costs and resources associated with the delivery of all compulsory curriculum and associated learning activities where a whole class or the whole school is involved, as follows:

Across Year Levels:

- Class tuition, all materials and stationery items K-6
- Specialist teachers for timetabled weekly PE, Music and German lessons K-6
- Support and enrichment teachers K-6
- Learning Assistant support K-6
- Chaplaincy service and care program
- Class activities including excursions and transport costs, swimming lessons (K-2), visiting performances or educators, gymnastics program (Years 2, 4 and 6)
- Access to interactive whiteboards, iPads, laptops (K-6) and 1-1 laptop program (Years 5 and 6)
- School activities including interhouse and interschool sport and gala days
- Annual school year book 'The Gift'
- Student Accident Insurance

Extra Curricular Activities:

- Music- Choir, Recorder Group, Drum Circle
- Representative sport – snow sports, mountain biking, swimming, athletics, cross country
- Chess and Tournament of Minds
- Spellmaster and Mastermind Competitions
- Clubs (including robotics, art, chess, band, running, kitchen gardens)

Fees do not cover:

- Uniforms
- Overnight excursions and camps (Years 3-6)

Our school also offers the following optional activities (during school hours) on a user pays basis:

- Conservatorium of Music instrumental lessons
- Speech and Drama lessons
- UNSW International Competitions and Assessments for Schools (ICAS)

2020 tuition fees

All students from Kindergarten to Year 6 pay a compulsory tuition fee (that includes a book and stationery component). A stationery pack is given to each child on the first day of the school year.

Number of Children per family	Fee Per Term \$	Annual Fee \$ including Levies
1	960	3,840
2	1,795	7,180
3	2,530	10,120
4	3,265	13,060

Uniforms

The P&F Committee operates a second hand Uniform Shop with all the required items except footwear. For opening hours and contact details please see the school newsletter on www.lpsww.nsw.edu.au or the school app. New school hats, bags and house colour bandannas can be purchased from the school office during normal office hours. New uniforms can be purchased from Lowes, 166 Baylis Street, Wagga Wagga.

Voluntary school tax deductible funds

The school operates two tax deductible funds: Building Fund and Library Fund. All monies donated are used strictly for the purposes set out in the fund documents. The Building Fund is used for maintenance as well as new building works. The Library Fund provides new book resources. Invoices will contain a suggestion on how to contribute to these funds.

User pays optional activities

The school facilitates individual music, speech and drama lessons during school time for students from Years 2 to 6. External providers deliver these lessons and invoice directly to families. For further information please contact Riverina Conservatorium of Music (www.rivconmusic.org.au); Speaking Out (02 69 253 063 / speakingout@bigpond.com).

International Competitions and Assessments for Schools (ICAS) participation is organised by the school and offered annually to year groups eligible to participate. Information will be provided to all relevant families through the school newsletter.

Making payments

The school's preferred method of payment is by direct debit. We offer a number of options for the timing of these payments to fit with individual families' needs.

Overdue fees

Families experiencing difficulty in making full payment by the due date should contact the Business Manager before the fees are due. A Direct Debit Payment Plan may be required as part of an arrangement with the school.

Fee assistance

We realise individual circumstances can change over time and our goal is to help families in genuine hardship remain in the school. Families are encouraged to contact the school as soon as possible and a confidential meeting will be arranged with the Principal or the Business Manager.

If you have any questions regarding our fee structure, please contact the Principal or Business Manager on 02 69 238 100 or email principal@lpsww.nsw.edu.au or businessmanager@lpsww.nsw.edu.au

TUITION FEES POLICY

- The tuition fees and charges procedure are mailed to all families at the beginning of the year. Copies are available at the school office.
- Our school appreciates the prompt payment of tuition fees, which are required to ensure the financial viability of the school.
- Payment via direct debit is preferred and is a requirement under the enrolment contract unless the option of payment of one term in advance is chosen.
- Arrangements for an extension of time or variation to an instalment payment plan must be made in writing by contacting the business manager.
- When fees are not paid in full by the due date or satisfactory arrangements have not been entered into a reminder letter will be sent.
- If fees remain unpaid or a satisfactory arrangement has not been entered into at the end of week seven of the term a further letter will be sent requesting payment within seven days or details will be referred to school board.
- The school may refer any unpaid fees to the school's debt collection agency.

REPRESENTATIVE SUPPORT

LSWW offers some financial support to families whose children are selected through primary school events to compete at State or National competitions. Reimbursement of compulsory fees (such as team levies and uniforms) up to \$250 for state competitions and \$400 for national competitions is available. Information and an application form will be provided to families when their child is selected in a representative team.

LLL SCHOOL BANKING

LSWW operates student banking with the Lutheran Laypeople's League (LLL), North Adelaide. LLL savings accounts offer an attractive interest rate. Check www.lll.org.au for the current interest rate. LLL savings accounts have either internet or passbook access. Withdrawals and deposits can be made electronically or by cheque. Internet access is through LLL@Home. To apply for LLL@Home on a new or existing account visit www.lll.org.au. Children's LLL Savings Accounts can have both passbooks for the children to use and internet access for the parents/guardians. The LLL@Home site has been designed for ease of use and is available online 24 hours a day, 7 days a week. To apply for LLL@Home on a new or existing account visit www.lll.org.au

Passbooks and deposits can be brought into the school office at any time. Passbooks will be returned to students the same day. Passbooks are sent to the LLL in Adelaide after 31 May each year for annual interest update. You will be reminded in the school newsletter to bring passbooks to the school office. Please contact the school office for further information. The school recommends LLL banking because it enables us to borrow for capital developments at Lutheran School Wagga Wagga at an attractive interest rate. However, we must maintain matching deposits earmarked for the school. That is, we must have a dollar of saving in the LLL for every dollar we borrow. Please consider depositing funds in a savings account with the LLL. Every amount, whether large or small, will help our school.

STUDENT ACCIDENT / PROPERTY INSURANCE

Through the school's insurance, all students are automatically covered by Student Personal Accident Cover for school related activities, school organised sporting activities (and organised non-school sporting activities with a club that is a member of an established sporting association), and travel to and from these activities. Students are also covered by Personal Property Insurance that covers damage or theft of items used for study. Go to <http://www.lcainsurance.org.au/policies/schools> for details.

HEALTH

ALLERGIES - ANAPHYLAXIS

If your child is at risk of anaphylaxis please see school office staff and provide an **Action Plan for Anaphylaxis** completed by your doctor.

Anaphylaxis is a serious risk that exists in our wider community. As a school community we are motivated to do all we can to minimise the risk of an anaphylactic reaction for people affected by allergies. Anaphylaxis is a severe, sudden and life threatening allergic reaction. It can occur when a susceptible person is exposed to an allergen.

Common allergens that can trigger anaphylaxis are foods (e.g. peanuts and other nuts, shellfish and fish and in preschool age children, milk and egg), insect stings (e.g. bee, wasp, jack jumper ants), medications (e.g. antibiotics, aspirin), latex (e.g. rubber gloves, balloons, swimming caps).

In our school we want to reinforce the practice of reducing risk of anaphylaxis by removing major sources of allergens from our environment.

Please ensure that your family supports making our environment a safe place by not bringing to school any foods or products that contain known sources of allergens such as peanut/nut products (e.g. peanut butter, Nutella), shellfish, or whole egg (e.g. boiled eggs, egg on sandwiches, omelette).

To minimise the risk of an anaphylactic reaction to students and staff we have the following procedures in place:

- Parents of students at risk of an anaphylactic reaction provide the school with a management plan signed by their doctor. Names of students and staff at risk are made known to all staff.
- The school community has been asked **not to bring known anaphylactic triggers** onto the school site.
- Supervised eating occurs at the start of both recess and lunch. Students are also asked **not to share food**.
- Staff are asked to report to the principal any concerns they have with known triggers brought to the school site.
- The school canteen has removed known triggers from its environment.
- Teachers explain to the children in class how they can make a simple daily choice to minimise the risk to others. Please reinforce this message and practice not bringing sources of allergens into our school environment.

STUDENT MEDICATION

The school has procedures and practices in place to ensure medication is handled in a safe and responsible manner.

Implementation

Asthma medication

Parents of any child who uses a prescribed aerosol for asthma are required to provide an Asthma Management Plan from their child's doctor and supply the school with a spare, current, labelled inhaler and spacer to be kept for emergency use by that child, stating dosage and frequency. Please advise office staff of changes to your child's Asthma Management Plan. Parents are to ensure that children have their asthma medication with them and are able to administer it themselves where possible.

Prescribed medication

If a student has prescribed medication to be taken during the day, the school must be notified in writing by the parents. Please use the form Medication Authority Form available on the school app in the category General Information. Forms are also available from the school office.

The medication should be handed to the office staff, for safe storage in the sick bay, with written instructions regarding dosage and frequency. A medication register is kept.

Staff are not required to ensure that students take medication, although staff will endeavour to support parents in this.

Non-prescription medication

Unless provided by the parent the school will not administer non-prescription medication to students e.g. Panadol, Nurofen etc.

Non-prescription medication will not be administered to students unless permission is given by parents or caregivers. Please use the Medication Authority Form available on the school app in the category General Information. Forms are also available from the school office. Students must not self-administer any medication, except Asthma relievers. All medications must be sent to the school office with written permission and be administered by accredited first aid staff in the office.

ILLNESS

If your child falls ill at school and needs to be collected, parents are contacted first. If a parent cannot be contacted the emergency contact may be called. When a child is collected from school he/she needs to be signed out at the school office.

Unwell children

The wellbeing of our children is our top priority. When children are unwell we want them to be in the best place to rest and get well. School is not the best place for children who are sick and we ask parents to be very thoughtful with children's illnesses. Please do not send your child/ren to school if they are sick. Parents will be contacted by office staff if a child is unwell at school so they can be taken home.

Some communicable diseases require exclusion from school. It should be noted that the periods of exclusion given in the table following are minimum periods. The doctor who is treating the patient may increase them if convalescence is slow, but they should not be shortened.

If the school does not have on their records a current immunisation certificate for your child, then your child may be excluded from school during an outbreak of illness.

Illness	Student shall be excluded from school
Chicken Pox	Until fully recovered - for at least five (5) days after the first spots appear.
Conjunctivitis (acute)	Until all discharge has ceased.
Glandular Fever	Exclusion not necessary.
Hepatitis	Until all symptoms have disappeared or until a doctor issues a certificate of recovery (and after at least seven (7) days from the first signs of jaundice).
Impetigo	Until appropriate treatment has commenced and sores on exposed surfaces are covered with a dressing.
Measles	At least four (4) days from appearance of rash.
Mumps	Until fully recovered. For at least nine (9) days after onset of symptoms.
Pediculosis (Head Lice)	Until after treatment has commenced and all signs of live lice have been eliminated.
Ringworm, Scabies	Until the day after treatment has commenced.
Rubella (German Measles)	Until fully recovered. For at least four (4) days after the rash appears.
Streptococcus	Until antibiotic treatment has commenced.
Infections	For at least 24 hours and the student feels well.
Whooping Cough	Until five (5) days after starting antibiotic treatment.

Attendance in sick bay

Office staff who are first aid trained will monitor a student in sick bay and/or contact parents to arrange for your child to be collected. The sick bay attendance book is completed in triplicate by office staff when a student attends sick bay or requires attention to any injury, excluding minor treatments such as a Band-Aid. The “parent” copy will be sent home in the student’s diary.

OTHER ACTIVITIES AND SERVICES

HOUSE TEAMS / SCHOOL SPORT

House teams

Students are allocated to one of the four house teams when they enrol in our school.

The four House teams are:

House Name	House Colour
Rocky Hill	Green
Willans Hill	Blue
Red Hill	Red
Tatton Hill	Gold

When competing at school carnivals for athletics, swimming and cross country, students do so as part of their house team. Interhouse competitions are held for chess, Spellmaster and Mastermind. A winning house is announced for each competition based on combined points from all house participants and presented with a shield or trophy. At the end of the year, the overall winning house is presented with the Summit Cup.

School sport

Following our school athletics, cross country and swimming carnivals, based on results, students are selected to represent the school at a Riverina Association Schools (RAS) carnival. Lutheran School Wagga Wagga competes in sports as part of New South Wales Combined Independent Schools (NSWCIS). CIS provides a pathway to state and national level competition in a wide variety of sports for students in the independent sector. The first step in this pathway is competing at the RAS level.

Throughout the year, students from Years 3-6 (and some Year 2 students) will be eligible to be selected to represent the school in a range of sporting events. LSWW currently selects teams for rugby union, AFL, rugby league, netball and touch football. We also offer the opportunity for students to participate in mountain biking and snowsports competitions. Alternatively, we provide direct pathways for talented students to independently try out for CIS teams such as tennis, hockey, AFL, soccer and a range of other sports.

If your child demonstrates talent in any sporting area, please see our PE Teacher/Sports Coordinator who coordinates school sporting teams, events and carnivals.

CAMPS

Camps provide an opportunity for the social development of children and the building of interpersonal relationships between teachers and students. A **consent/medical form and information** for the camp will be sent home prior to all camps.

As another option, camp notes are also available to view and print from our school app under the events category.

The cost of camps in Year 3 to 6 is not included in the tuition fee and is invoiced separately before the camp.

Year Group	Current Camp Locations
Year 6	Canberra – 4 days / 3 nights
Year 5	Ballarat/Melbourne – 3 days / 2 nights
Year 4	Hume Dam – 3 days / 2 nights
Year 3	Borambola – 2 days / 1 night

CANTEEN

Operating days and menu

Our Canteen operates on Monday, Wednesday, Thursday and Friday each week. The canteen menu is available from the canteen and school office, or on the school website and app.

Ordering

Online ordering

Our preferred method of ordering is online. Recess and lunch can be ordered online or ordering using *Flexischools*. Register online at www.flexischools.com.au or visit our website.

Written ordering

On a paper bag write down:

- child's name
- class
- items ordered and prices (can include recess orders)
- place money inside the bag

Any change given will be taped to the front of the bag. Paper bags are available from the canteen for 10¢ each.

Volunteers

We appreciate and rely on volunteers to help run our canteen. A roster will be sent home at the end of each term requesting help for the next term from parents, grandparents. If the day you have been rostered doesn't suit, please inform the canteen manager. Please see the 'Visitors and Volunteers' section regarding volunteer induction and procedures.

Late lunch orders

Orders received after recess (11:20am) will be provided with a lunch consisting of a cheese or Vegemite sandwich.

INSTRUMENTAL MUSIC / SPEECH AND DRAMA – PRIVATE TUITION

Instrumental Music

Teachers from the Riverina Conservatorium of Music visit the school to offer tuition for students in Years 2-6 during the school day. For more information go to www.rivconmusic.org.au

Speech and Drama

Clare Stirrat and her staff from Speaking Out offer group lessons during the school day. For more information email clare.stirrat@outlook.com or call 0438 969 989.

OUTSIDE SCHOOL HOURS CARE (OSHC)

Contact

The Outside School Hours Care centre is located beside the hall/chapel on the Kindergarten carpark side of the building. OSHC staff can be contacted by telephoning **6923 8124**.

Before/After School Care and Vacation Care

OSHC is available on a regular or casual basis each school day morning and afternoon. Please refer to the table below for operating times and costs. If you require last minute casual care, contact the school office on the day care is required. Vacation care operates during all holiday periods (except two weeks over Christmas/New Year) from as well as student free days.

OSHC enrolment form

If you require care for your child please contact the school office for an enrolment form or call at the OSHC room (*see room 3 on the school map in this handbook*) during hours of operation or leave a message on the answering machine.

OSHC fees

Care Session	Operating Times	Costs
Morning Session	6:45am – 8:30am	\$13 (includes breakfast)
Afternoon Half Session	3:20pm – 4:00pm	\$13
Afternoon Full Session	3:20pm – 6:00pm	\$21
Vacation Care	6:45am – 6:00pm	\$37 (plus excursion costs)

WELLBEING AND SAFETY

PASTORAL CARE AND STUDENT WELL BEING

Introduction

Lutheran School Wagga Wagga is a Christian school that is committed to providing support and pastoral care for every student and their family. We do this through the lens of our Lutheran value words; love, justice, compassion, forgiveness, service, humility, courage, hope, quality, appreciation and respect. The pastoral care program is under the supervision of the Deputy Principal, in partnership with the school Chaplain. The Chaplain provides spiritual and practical support for staff, students and families encountering trauma or other difficulties. As a school of the Lutheran Church, all staff, students and families have access to the Bethlehem Lutheran Church Pastor as an additional option of support and spiritual guidance.

Students

The classroom teacher has the first responsibility for all students in their class, including initial contact with families. The school supports each teacher with a team of staff including the Deputy Principal, Chaplain and Learning Enhancement Teacher. Students undertake classroom programs in conjunction with health units and resources such as the 'You Can Do It' program. They also have access to other programs run by the team, in consultation with parents, such as 'Seasons for Growth', 'Social Resilience and Problem Solving', and 'Kids Skills' programs. Student care and wellbeing is also supported through our Behaviour Learning Policy and Procedures, including the methods of restorative practices to assist students in learning to navigate conflict in their relationships. The team of staff is also available to recommend outside providers such as counselling services, occupational therapy and psychological assessment services if needed.

Families

We aim to support our school families through offering open communication, first through classroom teachers, and subsequently with the Deputy Principal and Chaplain. We offer a Care Giving Program that supports families through offers of transport, childcare and meals, facilitation of social events, and regular information sharing via year level closed Facebook groups. Parent volunteers from each year level act as coordinators of this program under the leadership of the Chaplain.

BEHAVIOUR LEARNING

Rationale

As Christians, we believe that by nature we are all imperfect, and need the love, guidance and forgiveness that we receive through our relationship with Jesus Christ. In response to these gifts we seek to love, guide and forgive one another through our actions. The life of a functioning Christian community is characterised by positive relationships and open communication with others. God calls all people to love one another, as he has loved us. This love is demonstrated through actions and words that are responsive to the individual rights and needs of others, not in judgement. When working with children, our practices are aimed to nurture respectful and active citizens who: "embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions" (*Melbourne Declaration on Educational Goals for Young Australians*, 2008).

Policy

Lutheran School Wagga Wagga is a school that accepts and understands that the nature of humans is such that we are all imperfect and therefore, capable of making inappropriate choices. When students make inappropriate choices, those choices are identified by staff, students are made aware of their inappropriate choices and directed to learning positive behaviours. This guidance is given to help facilitate students' taking responsibility for their personal actions, understanding the importance of reconciling relationships and learning how to resolve conflict positively and proactively.

If a student is involved in serious misbehaviour (eg behaviour that causes harm to others) or a student, after various supports and interventions, continues to place the safety and learning of others at risk, the school's policy is to issue a suspension or expulsion following a procedurally fair process. The school does not have a policy on 'exclusion'. Exclusion is the act of preventing a student's admission to a number of schools.

Beliefs and Principles

At Lutheran School Wagga Wagga we teach and promote the values of respect, love, compassion, forgiveness, quality, justice, appreciation, service, humility, hope and courage. The learning of positive behaviours is in every lesson, every classroom, every activity and every playtime in the school.

Students must be reminded and taught that as humans we are continually learning to improve our choices and that even when we know what to do, our sinful nature and other factors in our life can impact on our desire to make the right choices. All children need to feel safe to tell their story, as it takes courage to open up to adults and let them know they have made a choice that will disappoint them.

Teachers and parents/caregivers should remember that young children are still developing the words they need to express different feelings and may choose inappropriate behaviour to communicate their frustrations. We incorporate the language and principles of restorative practices as we help children grow in their behaviour learning.

Positive, caring and respectful relationships between adults and children are a key component to adults being able to guide children through taking responsibility for their actions. In many incidences children will opt for hiding the truth to avoid embarrassment and consequences. Children need to be counselled to understand the importance of fixing the inappropriate choice by recognising why the choice was not appropriate, learning to change the behaviour and accepting a natural or imposed consequence may occur. Involving children in deciding appropriate consequences can be important in helping them understand their choices and their impact on others.

As Christians we believe that due to sin, no one will ever become perfect. Making inappropriate choices, having a lapse in judgement or being affected by other life factors will always be a part of being human. The goal is to help all people accept this human condition, seek forgiveness for wrong behaviour, learn to take responsibility for our actions, and be guided by God's word in living in harmony with all people.

Behaviour learning goals

Our goals are to:

- Assist students to develop positive relationships.
- Assist students to develop effective social skills (including the use of restorative practices).
- Guide students to responsibly manage their own behaviour with respect for the rights and needs of others.
- Maintain a school social environment in which each student's right to security, learning, personal growth and self-esteem is affirmed.
- Assist students to recognise the value and power of forgiveness.
- Equip students with respect, empathy and resilience to become effective citizens.

The role of staff

Teachers seek to promote appropriate student behaviour with the assistance of '*Restorative Practices*' by:

- Establishing positive student relationships.
- Maintaining a Christ-centred, respectful, safe and engaging environment.
- Communicating clear expectations.
- Modelling behaviour, which is responsive to the rights and needs of others.
- Actively teaching social skills.
- Maintaining open communication with parents/caregivers, students and staff.
- Rewarding positive student behaviours.
- Sharing the forgiveness of Jesus
- Encouraging the rebuilding of trust by leading restorative conversations with students to right wrongs and restore relationships

- Being familiar with the Behaviour Learning procedures in order to assure consistency across the school with behavioural expectations.

The role of students

We believe that it is essential for a school’s behavioural expectations to be clear and known by all so that they can serve as an effective guide. At Lutheran School guidelines are inspired by God’s Word, with respect to each individual’s uniqueness, worth and basic rights as well as our corresponding responsibilities.

The ultimate aim for behaviour is to follow the perfect example we have in Jesus Christ, knowing that while we will never reach this level of perfection we can aim to be the best we can be and feel safe to ask for help and guidance when inappropriate choices are made.

Respect is central to our expectations as students are taught to respect themselves, others and property. Our guidelines define everybody’s rights and responsibilities in the areas of fair play, learning, safety, property and communication.

Students are to be aware of our school’s ‘Restorative Practices’ processes. Students need to know the purpose of restorative practices, how they work, and how they benefit every member of the school community.

It is also essential that students recognise two key understandings:

- **All students at LSWW have the right to feel safe at school.**
- **All students at LSWW have the right to ask a teacher for help.**

At Lutheran School we have created five key expectations in order to achieve the two key understandings listed above. These five areas outline expectations of students and are displayed and referred to in classes. When addressing student’s choices and behaviour, these are worked through by the student to understand how their choice of behaviour has impacted on others and their belongings. Each of the five key expectations are outlined below:-

Fair Play	We play fairly with each other
Learning	We do our best so that we can learn
Safety	We act safely by considering others and protecting them and ourselves
Property	We care for the school and respect one another’s property
Communication	We communicate with love and respect for one another

These expectations are expanded upon in our Behaviour Learning Policy and Procedures document that can be viewed on our school website.

The role of parents/caregivers

Assisting students in behaviour learning is most effective when parents/caregivers, students and teachers work together to establish the values and expectations of the school community and appropriate behaviour in the classroom and the playground. Parents/caregivers have the primary responsibility for teaching their children to behave responsibly with respect for the rights and needs of others. Teachers have the primary responsibility for managing student behaviour at school. Where the values and expectations are the same, teachers and parents/caregivers can actively support one another to the benefit of the child.

It is essential that all parents/caregivers are familiar with the school’s Behaviour Learning Policy and can support it. Likewise parents/caregivers are expected to actively support the teachers’ management of their child’s behaviour or, if they have difficulty doing so, to meet with the teacher concerned with the aim of planning a cooperative approach. The Principal or Deputy Principal may be invited to join such meetings.

In some circumstances where there are ongoing behaviour concerns, parents/caregivers will be invited to join with their child’s teacher and other staff members such as the Learning Enhancement Teacher, School Chaplain, Deputy Principal and Principal to develop an individual learning plan to assist their child in developing appropriate behaviour patterns.

An individual behaviour learning plan will identify the skills to be developed and will outline strategies to be used at school and, if appropriate, at home. We place great importance on this partnership and value the support of parents/caregivers and students.

Parents/caregivers can support their children and the school through:

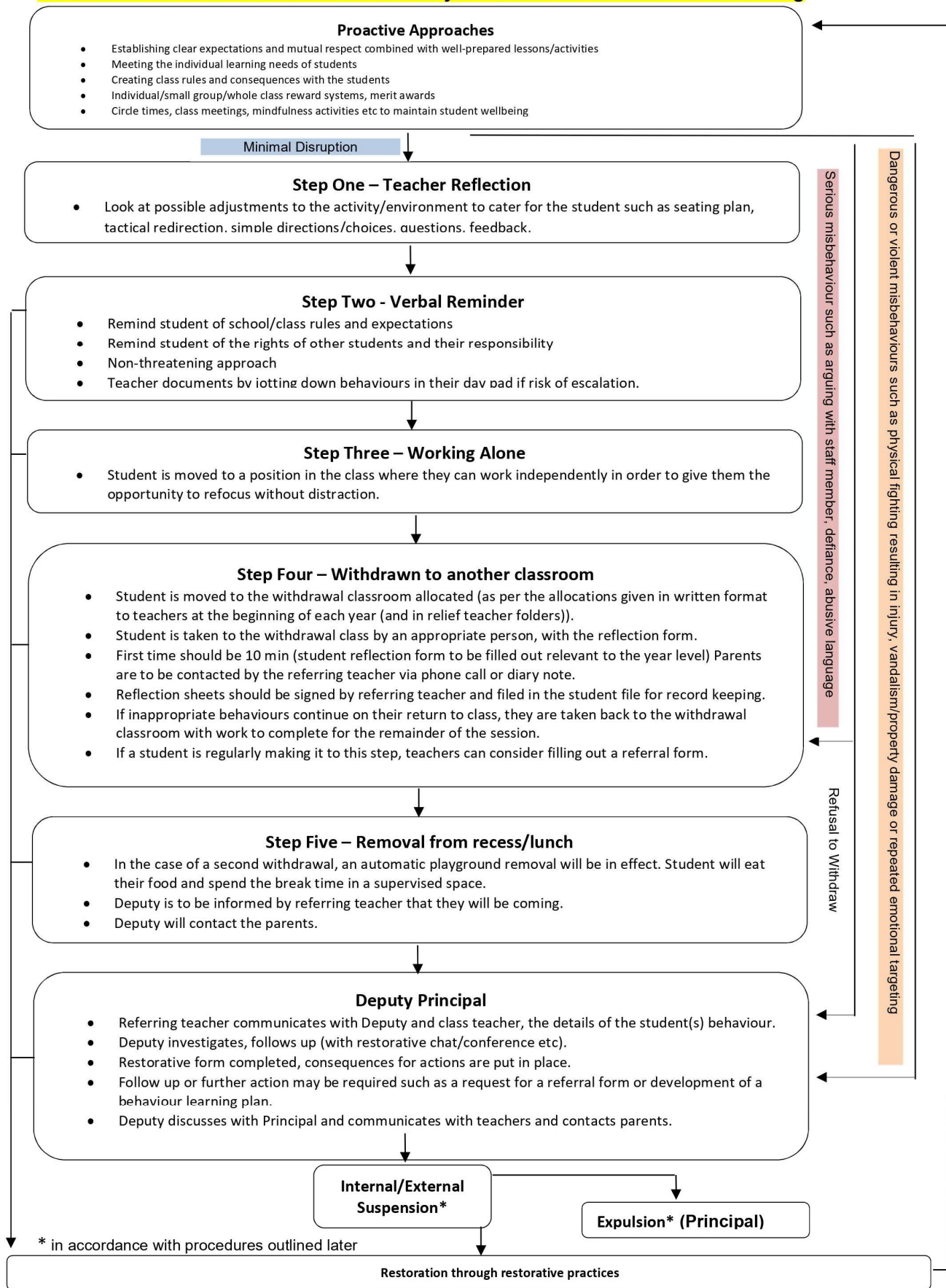
- Encouraging their children to behave in line with the school's Behaviour Learning Policy and the Christian ethos of the school.
- Encouraging their children to appreciate the need for forgiveness and reconciliation.
- Providing a learning environment at home, which encourages the completion of homework and good study skills.
- Supporting school activities and events.
- Approaching the class teacher first if they have a concern regarding their child (Deputy Principal and Principal should only be contacted first if the issues have not been resolved or it is an ongoing issue).
- Promoting a positive image of Lutheran School and directing concerns or criticisms to the appropriate staff member.
- Supporting staff and parent/caregiver volunteers in the provision of extra-curricular activities.

Procedures

Lutheran School Wagga Wagga has developed flow charts for classroom and outside play times which outline the procedures the school will take if students make bad choices. These are accompanied by detailed explanations of each step in the flowcharts using a restorative approach to help mend broken or damaged relationships, whether that be student to teacher or student to student(s).

The flowchart summary of the procedure for responding to behaviour issues in the classroom or learning activities is included on the next page. Other flowcharts are included in the Behaviour Learning Policy and Procedures document that can be viewed on the school website.

CLASSROOM/LEARNING Flowchart Summary of Procedures for Behaviour Learning



Corporal punishment

The Education Reform Amendment (School Discipline) Act 1995 amends the Education Reform Act 1990, Section 47 to ban the use of corporal punishment in all schools in NSW.

Corporal punishment is defined as:-

“Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).”

The ban on corporal punishment is supported by the school board, administrators and staff of Lutheran School Wagga Wagga as corporal punishment is contrary to the basic philosophy and aims of the school.

CHILD PROTECTION (WORKING WITH CHILDREN) ACT 2012 (NSW)

The Act prohibits the employment of persons convicted of a serious sexual offence. These people are referred to a “disqualified person”.

For the purpose of the Act all staff and volunteers who may have direct unsupervised contact with children will be required to disclose to the school whether or not they fall within the prohibited categories defined by the Act, are subject to either an interim bar by the Office of the NSW Guardian, or are the subject of a risk assessment by completing a Volunteer/Visitor Declaration.

This declaration will be required from volunteers in the school eg. sports coaches/managers, excursion/camp volunteers, and any other situations where there is not direct supervision by staff members. All paid staff are required to have a valid Working With Children Check (WWCC). Certain volunteers will be required to apply and be granted a valid volunteers Working With Children Check. These are legal requirements which all school and childcare facilities must comply with. They aim to provide a safe environment for children.

LCA STANDARDS FOR ETHICAL BEHAVIOUR

Our school, as part of the Lutheran Church of Australia (LCA), takes seriously the need to ensure our school is a safe place for all. If you feel that you have been sexually harassed, abused or bullied within the LCA (including its school or churches), please contact the Manager of the LCA Professional Standards Department (PSD).

Telephone 1800 644 628 or write to the LCA PSD Manager at the address below or email complaints@lca.org.au

Confidential

Professional Standards Department

PO Box 519

MARDEN SA 5070

VISITORS AND VOLUNTEERS

As a staff we are very grateful for the tremendous support we receive from many volunteers and helpers who give their time in our school. All volunteers in our school are required to attend an induction session before assisting in the school.

Visitors (including school parents visiting the school between 9am and 3pm) and volunteers must sign in at the school office when they arrive and collect a visitor’s lanyard to wear while in site. As they leave the school, they are to sign out at the school office and return the lanyard.

SUN SAFETY AND SCHOOL HATS

As a Sunsmart (through the Cancer Council) and sun safe school, we require all students and staff to wear hats when outside. Hats are compulsory, and all students must have their hat with them at school every day. Our practice is ‘no hat – no play’.

We encourage parents to send their children to school wearing sunscreen each day (and to have their hat in their bags ready for outside play). Please teach your children how to apply sunscreen so that it is effective in sun protection (and so they are capable of safely reapplying it at school). Sunscreen will be provided at school for the children to apply themselves. Please read the ‘Sun Safety’ statement on the next page.

SUN SAFETY

Introduction

'Sun safety remains an important health and safety issue for schools. Staff, parents and students need to work together to implement a comprehensive range of sun-safe strategies to reduce the risk of skin cancer for students and staff. Too much of the sun's UV can cause sunburn, skin and eye damage, and accumulated damage during childhood is associated with an increased risk of skin cancer later in life.'

- Cancer Council

As an active 'Sun Smart' school through the Cancer Council, Lutheran School Wagga Wagga aims to support appropriate health and safety strategies to minimise UV risk and associated harm for students, staff and visitors. We ensure that students are encouraged and supported to develop independent sun protection skills to help them be responsible for their own skin protection.

Role of parents

Lutheran School Wagga Wagga encourages parents to send their children to school wearing sunscreen each day and to have their hat in their bags for outside play. It is also important that parents teach their children how to apply sunscreen so that it is effective in sun protection (and they are capable of safely reapplying it at school). On Mufti days we ask all parents to follow the guidelines outlined in the school newsletter in the weeks leading up to the casual dress day, to ensure that students wear sun protective clothing.

Role of staff (including relief staff)

Staff at Lutheran School are role models for students and are required to wear hats and sun protective clothing (may include sunglasses) when outside such as on yard care, excursions and sporting events. Hats are to be broad brimmed and shade is to be accessed wherever possible. Applying sunscreen also models good sun protection behaviour.

Teachers are to provide students with time to apply sunscreen, and supervise its application, before going outdoors for extended periods (and then every two hours when outdoors). Shaded areas are to be used where possible including trees, built and portable shade areas. Wherever possible, teachers are to schedule outdoor activities outside the peak UV times of 10am – 2pm.

Role of students

All students are required to wear a school hat (which is broad brimmed) every school day when outdoors. Students without a hat sit undercover on seats outside their classroom during break times. If a student is wearing a non-uniform hat, a note is required from the parent in line with our uniform expectations. If this hat is not deemed sun safe by the teacher in charge of the activity, the student may still be required to sit outside their classroom. Non-uniform clothing (mufti days, camps) must be appropriate for the activity including being sun safe. If clothing is not deemed sun safe by the teacher in charge of the activity, the student may be required to sit out of the activity if a sun safe option is not reasonably available.

Role of school

Lutheran School Wagga Wagga will make available sunscreen, which is at least SPF30+ broad-spectrum, at classrooms and for all outdoor school activities and events. We offer school and sports uniforms which are effective in minimising exposure to UV radiation, including shirts with collars and sleeves, and longer styled dresses or shorts. Not wearing a hat may be permitted for some sporting activities (eg while playing in an interschool soccer game) in which case sun screen protection will be applied more often.

We will advertise in newsletters to remind families to dress for sun safety for mufti casual dress days and for sporting events such as the use of rash vests or t-shirts for outdoor swimming. Notes for excursions or sporting events will include reminders for parents to apply, or supervise their children to apply, sunscreen before coming to school.

We will provide shaded areas around the school using both natural and built features such as covered walkways and undercover areas, and shade sails over play areas. Portable shade structures will be provided at outdoor events where shade is not readily accessible. Through the curriculum, students will learn about sun safety, sun safe practices, and the prevention of skin cancer.

Making our school a sun safe environment is everyone's responsibility.

RIDING A BIKE TO SCHOOL SAFELY

We care about the safety of our bike riding and pedestrian students as they come to and from school. Students must push their bikes while in the school grounds and along the footpaths in front of the school. This helps to keep students safe around school traffic.

HOT WEATHER PLAY ARRANGEMENTS

When the temperature exceeds 36 degrees Celsius, the school oval will be closed and staff will insist that children play only in shaded areas. The Resource Centre is open at lunch times and is available to students.

When the temperature exceeds 39 degrees Celsius, we use our 'extreme' weather procedure, which means we ban outside play, open all classrooms, and in addition to the Resource Centre we open the hall/chapel area, with classroom teachers on duty in their rooms, and the chapel and resource areas supervised by other staff.

We determine the temperature using the online reading at the Wagga Wagga airport. This is done at 11am and 1pm and announced before the recess and lunch breaks begin.

EVACUATION AND LOCK DOWN PROCEDURES

Parents and visitors need to be aware that if they are on site and hear a continuous 'whoop whoop' siren sound, they are to immediately **evacuate** the school facilities. The Assembly Area is the cricket pitch on the oval (unless an alternate place is announced). Parents are to follow the instructions of school staff.

If parents are on site and hear the continuous 'beep beep' siren sound, (or arrive to find the school quiet and rooms locked) we will be in **lock down**. Parents and visitors should leave the grounds until the school returns to normal routines.

The school practises these procedures at various times during the year.

STUDENT PHONES AND DIGITAL DEVICES

Students are only to bring a mobile phone to school if requested, and have written permission, by their parents. Students who bring mobile phones to school are to hand them in to the office on arrival at school and collect them at the end of the day. This is an important process to help ensure that the devices are kept safe and are not misused during class times or in the playground.

All other digital devices such as iPads and smart watches are not to be brought to school unless approved by the Principal. If a student is found with these at school without approval, the device will be removed from them and handed to either the Principal or Deputy Principal for collection at the end of the day.

HAZARDOUS SUBSTANCES AND MATERIALS

Students are not to bring hazardous substances and materials to school. Hazardous substances include paints, glues, insect repellents, unprescribed medications and white-out/correction fluid. Hazardous materials and objects include aerosols, metal cans (eg cans with ring pull lids), knives and any sharp objects.

Allergy awareness: Egg cartons should not be brought to school due to the risk to students with allergies.

Please contact the school if further information is required.

ANIMALS ON THE SCHOOL GROUNDS

Animals, with the exception of assistance dogs, are not to be brought onto school grounds unless approval has been given by the Principal. Families walking dogs are to have them on a leash and wait with them outside the school grounds.

STUDENT LEARNING

FORMATION OF CLASSES

Two classes will be formed in each year level. Class sizes through the school will normally be up to 28 students unless special circumstances arise.

The school will not form classes on the basis of academic ability, but rather with the aim of fostering socially pleasant and stimulating groups which enhance harmony and the learning environment of the school.

Individual children's behaviour patterns and the effects of various individuals on each other will be a consideration.

Classes will be formed for the following year by mixing children from the preceding year classes. Their social, emotional and academic development will be considered.

Students who join a year level during the school year will be placed after consideration of all relevant known factors, not just class numbers.

Parents of children with special needs or circumstances are invited to meet with the principal to discuss the needs of their child. The relevant staff will consider this information when making class placements.

LEARNING ENRICHMENT

Provision for children with special skills and talents is an integral part of the total school program. It is achieved through:

- Provision of a wide range of activities within the classroom context (differentiated programs).
- Teaching strategies and the setting of tasks which encourage higher level thinking skills (e.g. analysis and evaluation).
- Provision of specialist programs and performance opportunities in the areas of music, art, drama, speech, sport and LOTE (languages other than English).
- Opportunity for individuals, teams and groups to participate in major competitions and events, e.g. Tournament of Minds (TOM), University of NSW competitions, Combined Independent Schools (CIS) sporting teams, music competitions.

Students with gifts and talents will be identified from information gained from class teachers, specialist teachers, parents, community specialists and any other relevant sources. Teachers will continue to look at additional opportunities to challenge students' e.g. mentoring, clubs, and community programs.

The Curriculum Coordinator and the Learning Enhancement Teacher work in partnership with class teachers, support student learning, administer screening and assessment, and help to develop learning support plans for students.

LANGUAGES - GERMAN

The German language is taught in a weekly lesson to all K-6 classes. The aim of the German program is to introduce children to a second language and to explore the culture of another country. German was chosen because of our Lutheran heritage, the availability of second language teachers and because the grammatical structure of German helps students' understanding of English grammar.

Students learn to speak about themselves and hold basic conversations using simple German phrases. They learn numbers, colours and are exposed to a range of cultural traditions. This learning often takes place in the form of games, songs and speaking activities.

MUSIC

All classes K-6 have a weekly music lesson with the music teacher.

Choir /recorder groups

In Years 3 to 6 students have the opportunity to be involved in a school choir and a recorder group as part of the music program. These provide an opportunity for students to perform in public and contribute to school events.

PHYSICAL EDUCATION

A weekly physical education (PE) lesson is taught by the specialist PE teacher with each class K-6. Sportsmanship skills are an integral part of PE and are embedded throughout all lessons. All year levels cover the basic fundamental motor skills. Kindergarten and Year 1 students participate in a Perceptual Motor Program (PMP). Years 2-6 cover a range of sports. These sports develop their ability to communicate, make decisions, interact positively, move effectively and problem solve. Years 5 and 6 participate in fitness testing to encourage and develop a healthy lifestyle.

Dance is also taught throughout all year levels. During the year, K-2 students participate in a two week intensive swimming course. There is also a gymnastics program for Years 2, 4 and 6. On the day of their lesson, students wear their sports uniform to school for the day. Class teachers advise students when it will be held.

LIBRARY

The library is part of our Resource Centre and is operated each Monday and Wednesday to Friday by the Resource Manager. The library provides a wide variety of materials for both educational and recreational purposes. Children and parents are always welcome to use the library before and after school and at recess and lunch breaks in addition to regular class times.

Years K-6 have access to the library for borrowing and research. Class teachers visit the library on a weekly basis to borrow and return books. They also use the resources to support learning in key learning areas. The Learning Resource Manager supports the class teacher in doing this.

DIGITAL TECHNOLOGY

Digital technology is an integral part of the curriculum in Years K-6. We use technology to enhance learning, enrich classroom programs and provide a valuable resource for both teachers and students in storing and accessing information. There will be an emphasis upon students being given and taking responsibility for their own learning. At start of each year, all students complete an Electronic Device and Usage Agreement following discussions with teachers and parents.

Computer and other electronic technology is integrated into the work in every classroom. Every class has access to computers and class sets of iPads, as well as interactive projectors and whiteboards. Years 5 and 6 have a one-to-one laptop programme where each student has a school laptop to use for the entire year. Computers throughout the school are networked and have access to the Internet.

HOME LEARNING

Purpose

Home learning may be set to:

- Provide a positive opportunity for children to share their learning with others at home (explanation of what is being done clarifies thoughts, reinforces learning, and highlights area of need).
- Enable the child to develop desirable thinking and study skills.
- Provide opportunities for children to take responsibility for an increasing amount of their own learning.

Implementation

We note that:

- Not all children will complete set activities in the same time.
- Children and families have many commitments.
- Activities set or suggested should be easily supervised by parent/guardian.
- Home learning activities should not involve excessive demands on families for facilities, reference material, time or expertise.
- Reading is a valued and integral part of home learning and commences in Kindergarten. English and Mathematics activities will often form part of the weekly home learning agenda.

Teacher's responsibility

The teacher has a responsibility to:-

- Inform families and students of class home learning routines.
- Set activities on any four nights per week, days to be negotiated - extra or weekly tasks may be set on weekends to facilitate the use of community facilities.
- Consider a range of options for children to complete tasks (i.e. contract over a week, within two nights)
- Set tasks related to current program.
- Provide a guide as to the expectation and emphasis of the activities to be completed, especially when tasks or projects are new.
- Allow time for children to record home learning activities from the board into diary.
- Check any home learning activities that they set and provide feedback to students.
- Communicate with parents/guardians if issues arise over home learning activities.

Parent expectation

The school expects parents to:-

- Provide the opportunity and an appropriate environment for their child to complete home learning activities successfully i.e. desk or table to work on and television and radio off.
- Sign their child's written activities if appropriate, subject to request from teachers.
- Inform the teacher if your child does not seem to understand the requirements of the activity.
- Inform the teacher if the home learning activity is not completed, via a note in the diary (when requested by your child).

Student's responsibilities

The student has the responsibility to:-

- Accurately record required home learning activities and have the necessary equipment to complete tasks i.e. books, pens, coloured pencils, etc.
- Ensure they understand the activities to be undertaken.
- Complete activities set in the time frame.
- Negotiate with family when they will do activities.
- Inform parent/guardian of task(s) to be undertaken.
- Take diary to parents for information and signing.

Recommended times per night (at teacher's discretion)

Year	Time	
	Min	Max
K	10	15
1	15	20
2	20	25
3	25	30
4	30	40
5	35	50
6	40	60

PROGRESSION THROUGH SCHOOL

Since we believe that each person is uniquely created by God we recognise that each student in our school is different from every other student. Specifically we recognise that they may learn at different rates and have different abilities to acquire skills. Since we believe it is the job of the school to differentiate learning experiences to meet student needs, there is usually no reason to consider having a child repeat a year level or be accelerated ahead of a year level.

All students will move through the school with their peer group unless there are exceptional and compelling circumstances that warrant having a student repeat a year or accelerate a year.

The principal shall determine any exception to the usual progression process only if there is sufficient evidence to support a recommendation.

The decision must be fully supported by the student's family.

Procedure

When a teacher or parents consider there exists exceptional or compelling circumstances, an approach shall be made to the principal before the middle of the year to consider the case.

Evidence will include samples of the student's work and any assessment activities that demonstrate extreme departure from the normal development range for the cohort. Evidence may include any assessment reports from educational or developmental psychologists. The principal and/or relevant staff will also observe the student in class, as well as interview the student, the teacher(s) and parents.

By the end of Term 3 the principal will make a recommendation to the parents based on the evidence gathered. Parents will then determine if they want their child to repeat, be accelerated or remain with their peer group. Whatever the decision, the school will then seek to provide, to the best of its ability, learning experiences that will optimise the student's education.

SUPPORT AND INVOLVEMENT

SCHOOL CHAPLAIN

The school chaplain's role includes the following:

- Support person for staff, students and families.
- Responsibility for worship at the school.
- Classroom presence and involvement – visiting classrooms from time to time.
- Coordinating the school's Care Giving Program and Class Care Coordinators.

The school chaplain is at the school each Monday to Thursday. He leads school worship on Monday morning at 9:10am in the school hall/chapel.

CARE COORDINATORS

Parents from each year level are invited to consider service as a Care Coordinator to help promote the school as a "caring Christian environment". Care coordinators are asked to:

- Initiate social events for families of a given year level, e.g. barbeques, picnics, play dates etc.
- Coordinate short-term physical support to be available when families experience difficult times, e.g. emergency meals, transport and child minding.
- Encourage attendance at parent information nights.
- Identify new parents, welcome them and introduce them to others.
- Share class information and reminders.

Coordinators are able to do these things by co-opting other families to assist as required. If you are prepared to help in any of the areas listed above or would like to receive assistance from this service, please speak with your class teacher, the chaplain, or your care coordinator.

The Care Coordinator Guidelines are outlined in the Appendices at the end of this handbook.

PARENTS AND FRIENDS COMMITTEE (P&F)

P&F executive

The current P&F executive elected by the parent body at the Annual General Meeting are:

Sally Ward (Chair)
salmparker@gmail.com
0418 131 934

Jane Heller (Vice Chair)
hellerhughes@gmail.com
0429 315 801

Chrissy Richards (Treasurer)

chrissy_richards@hotmail.com

0417 938 102

Lisa Price (Fundraising Coordinator)

littleribbons@live.com.au

0407 432 271

Tara Freeburn (Secretary)

tazwah@hotmail.com

0402 222 980

Aims

In keeping with the Christ-centred nature of the school, the P&F work:

To foster close relationships between the school and home by:

- Assisting parents grow in their understanding of Lutheran and general education philosophy and practice.
- Assisting school families to function effectively as the primary agencies of Christian education.
- Providing opportunities for fellowship and social activities for the school community.
- Providing a voice for parents.
- Receiving updates from the Principal about what is happening at the school.

To support the school by:

- Co-operating with the school board and the staff in pursuing the aims of the school.
- Engaging in limited fund raising activities on behalf of the school under the auspices of the school board.

The Parents and Friends meet on Tuesday of the fourth and eighth week of each term. A copy of the *P&F Membership and Terms of Reference* is in the Appendices at the end of this handbook.

Meeting dates are published in the school newsletter and also on the school app with meeting minutes.

Besides regular business, the P & F invite guest speakers to talk, organise fundraising events and plan social activities for our school community. Come along!

PEER SUPPORT AND BUDDY SYSTEM

To assist in the fostering of positive relationships and care in the school we involve students in a Peer Support and Buddy Program.

Buddies

The Buddy System (Year 6 and Kindergarten):

- Develops relationships between younger and older students.
- Provides support for young children.
- Encourages students to develop leadership and provides opportunities for service.
- Undertakes activities that should be well planned and relate to classroom activities. This provides an ideal opportunity for older students to assist younger students with skill development.

Peer support

The Peer Support Program involves multi-age groups led by Year 6 incorporating all students in Kindergarten to Year 6:

- During Term 1 training of Year 6 leaders takes place enabling them to lead multi-age groups through the Peer Support Program.
- Implemented across the school in Term 2 and Term 3.

STUDENT LEADERSHIP

Students at all levels of schooling can be involved in contributing to decisions about their own learning, classroom management and organisation through different forums including class meetings.

Student Representative Council (SRC)

Members of the SRC will be elected half yearly by each class from Years 1 to 5. Year 6 will be represented by the school captains and vice captains for the whole year. One student will represent each class throughout the year. All students are eligible for

selection unless they were a member of the SRC in the year prior. Students will be elected through anonymous voting based on the following criteria:-

- Have a strong sense of responsibility.
- Be willing to get involved in leading school activities.
- Willingness to work with others.

When electing an SRC member, teachers are required to discuss these criteria with their class before holding an **anonymous vote**. It is important for students to understand that this is not a popularity contest, but to vote for a student who will be able to represent their class and speak on their behalf.

Major functions of the SRC are:-

- To be the listening and speaking voice of the student population.
- To be involved in charitable fundraising.
- To meet on a regular basis with the Deputy Principal to ask questions and discuss school matters.
- To consider and start new school initiatives for the benefit of students and their well-being.

School captains

Two boys and two girls are elected from the Year 5 cohort as school captains and vice captains for the following year. In Term 4, Year 5 students have the opportunity to nominate whom they believe would make a good school captain. This is then voted on by the Year 5 students to create a group of 12 candidates (6 girls and 6 boys), with the input from Year 5 teachers, Deputy Principal and Principal.

Students wishing to nominate for school captain will require the following characteristics:

- Respect and care for others.
- Have a strong sense of responsibility.
- Able to uphold the rules and Christian ethos of our school.
- Have a good behaviour record.
- Be supportive of school activities.
- Confidence in speaking in front of a group.
- Consistently give their best effort and are willing work with others.
- Reliability including being available to attend school events.

The 12 candidates deliver election speeches during Week 9 of Term 4 to all Year 2 to Year 6 students and staff. On the same day all Years 3-6 students and all staff are given the opportunity to vote using the preferential voting system. The Principal makes the final decision on captains and vice captains for the following year based on the voting preferences of students and staff, together with an interview with each candidate (prior to election speeches) and consideration of candidates' recent Student Reports.

The 12 candidates are personally informed of the outcome together as a group. Captains and vice captains will be announced at the following assembly and presented with their badges at an induction service during the first chapel of the new school year.

Major functions of the captains and vice captains include:

- Organising, setting up the hall/chapel fortnightly assemblies.
- Writing reports for the school newsletter.
- Ensuring the national, state and indigenous flags are raised and lowered each day.
- Acting as hosts at the Year 6 dinner, school concert and Year 6 graduation service.
- Speaking in front of the students and school community.
- Carrying out a range of duties both during class and in lunch times with minimal supervision;
- Be available to students and be supportive of them if they have any issues e.g. bullying;
- Liaison person between students and staff.
- Represent Lutheran School Wagga Wagga at public functions and meetings including:
 - Anzac Day.
 - Staff Installation Service at Bethlehem Lutheran Church.
 - GRIP Leadership Conference.
- Hosting visitors to the school.

House captains

At the first house meeting of the year, candidates speak to their house group for 1-2 minutes (an outline is given to them prior to the meeting). Candidates are students in Year 6 who have put themselves forward. School captains and vice captains are not eligible. A teacher of the house will introduce each candidate to speak in the order they appear on the voting slip and then give an indication when each candidate has spoken for one minute.

Students vote on the forms provided, using the preferential voting system. House teachers collect and send all voting slips (for each of the four houses) to the Deputy Principal. All staff also have the opportunity to vote for each house. The Principal and Deputy Principal make the final decision on house captains based on the voting preferences of students and staff.

The successful candidates are announced to the Year 6 class, then parents are invited to attend the induction service. The following chapel service will include an induction where students are given their name badges.

Year 6 teachers, Sports Coordinator and Deputy Principal all play a role in overseeing the responsibilities of the house captains through allocating tasks and giving direction when needed.

Worthy candidates for house captain will display many of the following characteristics:

- Reliability.
- Responsibility.
- Organisational skills.
- Ability to work with others in teams.
- Be supportive of all students regardless of their ability.
- Demonstrated ability to uphold the school rules and school ethos.
- Demonstrated involvement in school activities.

Major functions of the house captains and vice captains are:-

- To provide leadership during inter-house competitions, including the important aspect of encouragement.
- To coordinate and plan participation of their team members when required.
- To coordinate their house group in the running of the sports shed for a term.
- To assist in house events such as Mastermind/Spellmaster/Chess and inter-house sports competitions.
- To give sport reports to the school at assemblies.

FOR PARENTS - HELPING YOUR CHILD DEAL WITH DISAPPOINTMENT

Disappointment happens to everyone, and many children may experience various types of disappointment at school - within and outside the classroom. It is important for parents to help children understand that disappointment may happen for any number of reasons that are unrelated to them.

Children may face a number of challenges and setbacks on any given school day. Maybe they did not do well in a test, maybe they are struggling with schoolwork or maybe they did not get picked for a game they wanted to play. However, overcoming these setbacks allows children to grow stronger and more resilient.

While some children recover from disappointment easily, others may need help in developing coping strategies. One way parents can help their children deal with disappointment is to talk through problems or difficulties, making sure to recognise and accept their feelings, rather than dismiss them.

Here are some tips that can help parents assist their children when they experience disappointment:

Be a role model – model optimism

You are your child's greatest role model so it is important to be a positive influence on them. Be conscious of how you respond to everyday challenges.

Let them see both your successes and your failures, and make sure they see you respond to setbacks in a positive, constructive way. They will pick up these positive behaviours and this will guide their own reactions to life's obstacles.

Tell your children how to handle disappointment

By telling them how you have handled disappointment in the past, children not only learn effective coping strategies but also feel less alone in their feelings of sadness and disappointment.

Help children recognise times in the past that they have bounced back from disappointment

This will not only remind them of effective coping strategies but also make them feel more positive about their current situation as they are reminded of their past successes.

Prepare your child for disappointment

If you know your child is trying out for a sporting team or for a school leadership position, ask them how they might feel if they don't get chosen. This allows your child to think about the possibility that they may not get selected and how they might feel or cope if they happen to miss out.

It's about helping children learn how to lose and bounce back from that disappointment. Get your child to ask themselves, "Is there anything I could have done differently? Yes, I could have practised more" or "No, I did the best I could do".

Help them find something they are good at

Failure can be a blessing in disguise and serve as motivation for children to practise harder, study longer, or attempt a different approach. Success isn't always about 'winning'; it's more often about finding another path. Help them find something they can be good at that matches their interests and skills. Or figure out another way to approach the goal that takes advantage of their abilities.

Get ready for next time

It's a good idea to talk to your child about what he or she can do next. How did she/he handle her/his last disappointment? What does she/he think she should do now? Remind her/him how good it felt when she bounced back from a past letdown. By arming kids with the experience of success and determination, you're providing the cushion they need to fall back on when disappointment strikes.

Laugh together

One of the greatest coping mechanisms is humour. Laughing together puts disappointment in perspective and teaches children the importance of being positive. Humour helps children to understand that things will get better, and that today's disappointments aren't the end of the world.

Acknowledgement: Some of this information above was sourced from www.kidspot.com.au

TRAVEL

Parents are asked to use caution and consider the safety of children when driving and parking near the school. Parents and visitors are asked to take note of signage and use the "in" and "out" driveways. Buses will pick up and drop off students from the "out" driveway of the bus turnaround. Pedestrian access is from Tamar Drive near the school/hall chapel and K-2 playgrounds.

BUS PASSES

Students may be eligible for free bus travel from their residential address to school, and return. Please note that students are required to show a pass each time they travel. Students not eligible for free bus travel may pay for a term pass, available from the appropriate bus carrier.

To apply for school bus travel, parents will need to go to the Transport for NSW website and complete an online application form. Once completed online, parents will need to print the form and bring it to the school office. The address for online applications is

<https://ssts-apply.transport.nsw.gov.au/ApplySSTS/ApplySSTS.html>

Once an online application is made, the school will be contacted to confirm student details before a pass is issued. The school distributes new passes to students, which are provided by the bus carrier at the beginning of each year. Students travelling on a charter bus will receive their pass directly from the driver.

Please note, in the following instances, a new application needs to be submitted:

- Your child is progressing from Year 2 to Year 3.
- Your address has changed.

STUDENTS ON SITE BEFORE AND AFTER SCHOOL

To assist us in supervising students and making sure they arrive and leave safely in the right ways we ask families to remember the following:

- Any students arriving before 8:30am are asked to wait in the covered walkway in front of the canteen (main car park). We begin supervision from 8:15am when the first buses start arriving. We finish our staff devotion/briefing at 8:30am and from then students can move to their classroom areas.
- Students are not to play on the K-2 playground equipment before or after school when the K-2 playground is closed for OSHC use only.
- At the end of the day, students not met by parents outside classrooms at 3:20pm are to go directly to one of three supervised waiting areas; the pickup zone next to the kindergarten rooms, the sails at the end of the Resource Centre, or the bus shelter. Students are not to wait outside classrooms or veranda/undercover areas.
- Students waiting to be collected are not to play ball games or play on the playgrounds.

SCHOOL PARKING, DROP OFF AND PICK UP

A number of school bus routes and regular city routes converge at our site. This is convenient for our students and families who need to use bus services.

Our main entrance on Tamar Drive just off the Red Hill Road roundabout is at the northern end of the campus. It is a bus turnaround as well. Our main parking area is accessed off this bus turnaround. We have a second parking area near Kindergarten which is accessed from Tamar Drive at the southern end of the campus.

Please park in the designated parking spaces in the main car park if you need to leave your vehicle.

Student drop off arrangements

The main car park can be used as a drop off zone before school. Students can be dropped off along the kerb. The Kindergarten car park has a designated drop off zone that can be used before school. Please observe the 'No Parking' signs.

Student pick up arrangements

The kindergarten car park is a designated quick pick up zone after school. Please observe the 'No Parking' signs.

Students to be picked up at the 'quick pick up zone' go to the waiting area next to the kindergarten rooms to wait to be collected by their parent/s or carer.

- Please do not leave your car parked when in the pickup lane.
- Please do not stop across footpaths or crossings when in the queue.
- Please stop as far forward as possible.
- Please turn left on to Tamar Drive when exiting.

If you arrive from the south on Tamar Drive and wish to turn into the pickup zone, pass the school and go around the roundabout on Red Hill Road to join the queue. Trying to turn right into the queue of vehicles is dangerous for everyone.

If you wish to park and pick up your child/ren, please park in the street or use the main parking area. The main car park is not a quick pick up zone after school.

To reduce congestion, we suggest . . .

If you arrive before 3:20 pm, park in the street area (please note the 'No Stopping' and 'No Standing' zones) and walk to the campus. Talk to your child/ren about where you will meet them. It could be at their classroom, the area by the main car park or the area by the Kindergarten rooms. If you want to use the quick pick up zone, arrive after 3:25pm (or a bit later). While there is congestion at 3:20pm, it rarely lasts for more than ten minutes.

UNIFORM

UNIFORM STOCKISTS

Retail

Our official school uniform supplier is Lowes, 166 Baylis Street, Wagga Wagga, phone 02 6921 8099. Please do not purchase generic uniforms. School hats and bags are only available at the school office or as second hand items at the Uniform Shop.

School uniform shop

New uniform items can only be purchased at Lowes. The school Uniform Shop caters for the purchase of a limited range of second hand uniforms in good condition at reasonable prices. Please refer to the school newsletter or contact school office staff for contact details.

We gratefully accept donations which can be left at the school office. The Uniform Shop is operated voluntarily and is open by arrangement. It is located next door to the Resource Centre.

Uniform items available at the school office

It is compulsory for students to wear hats during the entire school year. Hats and backpacks can be purchased from the school office.

Uniform item	Description	Cost
Brim hat	Navy wide brim style with printed school logo. It is COMPULSORY for all students to wear a school hat when outdoors.	\$10
Backpack	Navy with printed school logo	\$45
Beanie	Navy with embroidered school logo	\$10

All students are expected to wear the school uniform not only at school, but also when travelling to and from school (except when students need to change for after school activities e.g. dance, sport practice). When appearing in public, it is expected that children wear their uniform, including footwear, correctly and with pride.

Sports uniform is worn in place of the school dress uniform on days specified by the class teacher. Generally, the sports uniform is worn one day each week.

Please clearly name all uniform items. Items of uniform that are damaged or worn are to be repaired or replaced.

Students unable to wear correct uniform must have a note, outlining the reason, from their parents/guardians. Parents will be advised if their child is wearing incorrect uniform and do not have a written explanation.

School hat

All students are required to wear a school hat. If a student is wearing a non-uniform hat, an explanation must be received from parents/carers. School hats must be worn outside for the entire school year. Staff and students will wear sun smart hats outside all year before and after school, at recess and lunch time. Caps are not to be worn. Our school has a 'no hat – no play' rule.

Changing from summer to winter uniform (and vice versa)

As the temperatures begin to change we do allow flexibility either side of the term break due to the variable weather conditions that we experience. Our school does not have a set changeover date from summer to winter uniform. Generally summer uniform is worn in Terms 1 and 4 and winter uniform in Terms 2 and 3. The principal will determine and advise when the changeover period begins and ends. Parents are able to use their discretion during a changeover period however are requested to ensure that the correct summer OR winter uniform is worn and not a combination of both.

Uniform exemptions

Exemptions may be requested from the principal. Medical exemptions e.g. allergies to woollen jumper, orthotics in shoes should be supported with appropriate doctor's documentation. If a student is unable to wear the correct uniform for any reason, a written note is to be handed to the class teacher.

Combining sports uniform and dress uniform

Please note that a combination of sports uniform and dress uniform is not permitted.

Introduction of new uniform items

A three year transition period exists when a new uniform item is introduced. Previous uniform items can still continue to be worn up to three years after introduction.

PERSONAL GROOMING

Hair

Students are required to wear their hair tied back if it is longer than shoulder length or it is long enough to fall forward to hinder vision during classroom or sports activities. Hair accessories including ribbons, hair bands and hair clips are permitted in navy, dark/jade green or the fabric of our summer or winter uniform.

Razored-in designs and hair colour washes do not meet the uniform requirements.

Braiding

If students have their hair braided with beads whilst on holidays they may keep these for one week after returning to school. For safety reasons students must secure braids together in a ponytail. If, for cultural reasons, a student has their hair finely braided they must wear school colours or colours that blend in with their natural hair colour.

Jewellery

Students may only wear a plain wrist watch, a small silver or gold cross and matching fine chain and a Medic Alert bracelet if required. If students wear other jewellery this becomes a safety issue.

Students with pierced ears may wear small plain silver or gold studs or sleepers (not hoops or "huggies"). Only one ear piercing is permitted. If there is a significant reason for your child / children to wear any other item of jewellery approval needs to be sought from the Principal.

Make up

Make up and nail polish are not permitted.

LOST PROPERTY

Our lost property area is located in the administration area. Please **clearly label all school uniform items**, including hats and bags, with name tags or laundry marker. Labelled items are promptly returned to students. Unclaimed items are cleared at the end of each term and sent to the Uniform Shop.

UNIFORM REQUIREMENTS

Girls dress uniform

Item	Season	Description/Information (girls dress uniform)
dress	Summer	Knee length polyester/viscose dress, navy/green/white check with fine gold stripe and white peter pan collar. Embroidered with LSWW monogram. Worn with white socks and black shoes.
shorts	Summer	Navy tailored style, gabardine, front pleats, half elastic waist. Embroidered with LSWW monogram. Worn with short sleeved shirt left untucked over shorts. White socks and black shoes.
socks	all year	Plain short white fold-over socks must cover the ankle when folded over. Worn with summer dress, shorts, winter pinafore or pants and black shoes. Calf length or knee high socks are not permitted.
shirt	Summer	Unisex short sleeved mint green, heavy duty poly cotton. Embroidered with LSWW monogram. Worn out over shorts with white socks and black shoes.
shirt	Winter	Unisex long sleeved mint green, heavy duty poly cotton. Embroidered with LSWW monogram. Worn under pinafore with tights or tucked into pants with white socks and black shoes.
pinafore	Winter	Knee length classic style, machine washable polyester/viscose, knee length, green/navy/gold tartan. Worn with long sleeved shirt, tights or white socks with black shoes.
pants	Winter	Navy tailored style, gabardine, front pleats, half elastic waist. Embroidered with LSWW monogram. Worn with long sleeved shirt tucked in. White socks and black shoes.
jumper	all year	Unisex navy V-neck, wool blend (80% wool, 20% nylon), machine washable. Embroidered with LSWW logo. Worn as required over dress uniform only.
jacket	all year	Unisex navy soft shell jacket with jade green piping, outer polyester/spandex, and inner fleece lined, full zippered front. Embroidered with LSWW logo. Worn without jumper over dress uniform or sports uniform as required. Can be worn inside classrooms.
skivvy	Winter	White optional item for extra warmth under the shirt. Not to be worn instead of shirt.
tights	Winter	Plain navy. Worn with pinafore and black shoes.
tie	Winter	Plain navy. Optional item.
shoes	all year	Plain black leather. Mary Jane style with adjustable strap (K-2) or lace-up (Years 3-6) style. 'Ballet' style slip-on shoes are not permitted.
shoes option	all year	Worn with dress or sports uniform. "Sustain" style shoes black leather and available from Athlete's foot. Available in adjustable strap (K-2) or lace-up (Years 3-6) styles.

Boys dress uniform

Item	Season	Description/Information (boys dress uniform)
shorts	Summer	Grey gabardine "Blockers", elasticised waist. Embroidered with LSWW monogram. Worn with grey socks and black shoes.
shirt	Summer	Unisex short sleeved mint green shirt, heavy duty poly cotton. Embroidered LSWW monogram. Worn out over shorts with grey socks and black shoes.

socks	all year	Plain short grey socks must cover the ankle when folded over.
pants	Winter	Grey serge dress trousers; half elastic back style or Scags double knee. Embroidered with LSWW monogram. Worn with long sleeved shirt tucked in with grey socks and black shoes.
shirt	Winter	Unisex long sleeved mint green shirt worn pants, heavy duty poly cotton with embroidered LSWW monogram. Worn tucked into pants with grey socks and black shoes.
jumper	all year	Unisex navy V-neck, wool blend (80% wool, 20% nylon), machine washable. Embroidered with LSWW logo. Worn as required over dress uniform only.
jacket	all year	Unisex navy soft shell jacket with jade green piping, outer polyester/spandex, and inner fleece lined, full zippered front. Embroidered with LSWW logo. Worn without jumper over dress uniform or sports uniform as required. Can be worn inside classrooms.
skivvy	Winter	White optional item for extra warmth under the shirt. Not to be worn instead of shirt.
tie	Winter	Plain navy. Optional item.
shoes	all year	Plain black leather lace up style (Years 3-6) or adjustable strap (K-2).
shoes option	all year	Worn with dress or sports uniform. "Sustain" style shoes black leather and available from Athlete's foot. Available in lace-up (Years 3-6) or adjustable strap (K-2) styles.

Girls and boys sports uniform

Item	Season	Description/Information (girls and boys sports uniform)
skort	summer	Girls navy polyester and elastane. Embroidered with LSWW monogram. Worn with House polo shirt. White socks and sports shoes.
shorts	summer	Unisex navy microfibre with elasticised waist. Embroidered with LSWW monogram. Worn with House polo shirt embroidered with school logo. White socks and sports shoes.
polo shirt	all year	Unisex short sleeved jade green polo with a side panels in one of the four House colours. Embroidered with LSWW logo and House name. Worn with shorts or skort (summer) or track pants (winter). White socks and sports shoes.
track pants	Winter	Unisex navy straight leg track pants. Embroidered with LSWW monogram. Worn with House polo shirt, white socks and sports shoes.
sports jumper	all year	Unisex long sleeved navy fleece 1/3 zipper front with jade green collar insert. Embroidered with LSWW logo. Worn as required over sports uniform only.
jacket	all year	Unisex navy soft shell jacket with jade green piping, outer polyester/spandex, and inner fleece lined, full zippered front. Embroidered with LSWW logo. Worn over sports uniform as required. Can be worn inside classrooms.
skivvy	Winter	White optional item for extra warmth under the shirt. Not to be worn in place of shirt.
socks	all year	Plain short white socks must cover the ankle when folded over. Calf length sports socks or knee high socks are not permitted.
shoes	all year	Sports shoes with good foot support.
shoes option	all year	Worn with dress or sports uniform. "Sustain" style shoes black leather and available from Athlete's foot. Available in lace-up (Years 3-6) or adjustable strap (K-2) styles.

PARENTAL CODE OF CONDUCT

1. Introduction

Lutheran School Wagga Wagga aims to provide an open, welcoming, inclusive and safe environment for all. We believe that parents and caregivers are valuable contributors and participants in the life of the School.

Lutheran School bases its relationship with parents and caregivers on respect for each other. It is important for our community to recognise and appreciate diversity, to value the contributions of others and to cooperate with and care for others.

Lutheran School strives to develop a sense of community. We aim to promote partnerships between all members of our community and to encourage positive interaction, respecting the rights and responsibilities of all.

This Parental Code of Conduct outlines the way in which our school community requires all parents, caregivers and family members to conduct themselves when visiting the School, participating in school activities and communicating with members of the school community (including students, school staff, other parents and visitors to the School). The Code has been developed so that parents, and those with parental responsibilities, are aware of and meet the School's expectations with regard to their interaction with the School, its teachers, other parents/caregivers and students. Adherence to this Code is important to promote positive and productive relationships within the school community.

2. Role of the School Generally

Lutheran School is responsible for establishing and administering the policies, procedures and rules which govern the day to day operations of the School. The School will work in partnership with parents and caregivers as it carries out these responsibilities for the benefit of its students.

3. School Policies and Expectations

Parents and caregivers are expected to comply with the School's policies and reasonable directions, and support the School's decisions. They should also help their children to comply with the School's expectations regarding attendance, home learning, behaviour and uniform requirements.

4. Behaviour Learning

Lutheran School expects students to comply with its rules and not engage in behaviour which is harmful to others or is contrary to the ethos and philosophy of the School. Parents and caregivers are expected to support the School in relation to its Behaviour Learning Policy and not do anything which undermines its authority. It must be understood that in the case of minor behaviour matters, the School will be the arbiter of what took place and what are fair consequences. It will not engage in debate about the details of the conduct nor the appropriateness of the consequences.

In relation to more serious behaviour matters which may result in suspension or expulsion, the School will inform parents and caregivers of the matter and will deal with it in accordance with the School's Behaviour Learning Policy and Procedures. While parents and caregivers will be consulted, the final decision will be the School's.

5. Interaction with Staff

Parents and caregivers are to interact with school staff in a courteous and respectful manner at all times.

The School conducts regular meetings between staff and parents and caregivers at which the student's progress can be discussed. There may be other times when a parent/caregiver or staff member requests a meeting to discuss particular issues that may arise during the course of a student's schooling.

If a parent or caregiver wishes to meet with a staff member, they should make an appointment so that a mutually convenient time can be arranged. This can be done through the school office.

Parents and caregivers should never attempt to contact a staff member at their home or on their private telephone unless the staff member requests this.

Parents and caregivers also can make an appointment to see the Principal or Deputy Principal about any particular concerns they may have relating to their child.

It is important that parents and caregivers show respect for staff and not publically criticise them or seek to undermine their authority. If a parent or caregiver has a particular concern about a member of staff, they can raise it with the staff member concerned or with the Principal. However when doing so, they should observe the general rules of conduct set out in this Code.

The School has a duty of care to protect all staff and for this reason any aggressive or abusive behavior will not be tolerated.

6. Complaints

Lutheran School has a Complaints Policy to ensure that all grievances and complaints are dealt with by the school in the appropriate manner.

If a parent or caregiver has a complaint about an issue, this should be directed to the Principal or to the teacher responsible for the particular area of activity. Should a parent or caregiver be unable to resolve an issue informally, they may lodge a complaint with the School. The School commits to dealing with any complaint according to its Complaints Policy that can be viewed on the school's website.

If a parent or caregiver wishes to make a complaint, they should not use rude or abusive language. This is not productive and can make it harder to resolve concerns.

7. Interactions Generally

Communications, whether verbal or in writing, with other members of the school community whether teachers, administration staff, other parents/caregivers or students should:

- show respect, courtesy and consideration;
- not harass, bully or abuse another person;
- not use rude, insulting, aggressive or otherwise offensive language; and
- not be confrontational.

Parents and caregivers are not to speak to a child that is not their own about that child's behavior. Such concerns are to be reported to school staff.

Social media should not be used to criticise or denigrate others in the school community.

8. Sport and Activities

The school recognises that parents and caregivers are often actively involved in the sporting and extracurricular activities of their children. Parents and caregivers are welcome to attend such activities to support their children but should be aware the School has high expectations of parents and caregivers at these events.

At these events, parents and caregivers are expected to:

- encourage their child, and other children, to participate
- uphold the principles of good sportsmanship and fair play
- never yell, abuse or interfere with an official, coach or other person
- respect and celebrate the gifts and talents of children other than their own

The teachers and coaches at the School pick teams based on their view of the most appropriate selection at the relevant time. It is not appropriate for parents or caregivers to complain about the failure of their child to be picked for a particular team.

9. Separated Parents

Where students have parents that are separated or divorced, parents and caregivers should not attempt to involve the School in any parental dispute that may arise. The School is not able to make judgments on the merits of claims made by one parent against another and should not be asked to do so. Nor should it be asked to take any action which would, or is designed to, disadvantage one party. The School will, of course, observe any orders made by a Court in relation to a student or communications with parents and caregivers.

10. Failure to Observe this Code

If a parent or caregiver fails to observe this Code after being warned about a breach, the School may:

- limit access to a teacher or teachers;
- limit access to the school premises or sporting or other school events; or
- terminate the enrolment of the student.

11. Review

This Code of Conduct is developed and reviewed by the LSWW School Board. It will be reviewed from time to time but at least every three years.

12. Related Documents

- Enrolment Contract
- Complaints Policy
- Behaviour Learning Policy

COMPLAINTS POLICY AND PROCEDURE

Rationale

As a School of the Lutheran Church of Australia, Lutheran School Wagga Wagga seeks to be a place of physical, social and psychological safety for all; where legal requirements are fulfilled and where caring, cooperative and respectful relationships contribute to a supportive community that reflects the values of the gospel of Jesus Christ and where there is a focus on love, justice, respect, compassion, forgiveness, service, humility, courage, hope, quality, appreciation and **restoration**.

At times, given our humanity, issues and concerns arise and it is important that these are dealt with fairly, promptly and effectively.

Policy

The purpose of this policy is to provide parents and guardians of current students, and members of the broader school community, with an opportunity to lodge a complaint in relation to the school. This policy does not extend to personal grievance between parents, guardians or other members of the school community.

Staff and contractors should refer to the Staff Grievance Policy regarding making a complaint to the school.

Confidentiality

We are committed to creating a safe environment for all members in our community. The person in receipt of your concern will maintain confidentiality as far as possible. However, in order to properly investigate a complaint and provide a procedurally fair process, it may be necessary to speak with other persons in order to determine what happened, to afford fairness to those against whom the complaint has been made, and to resolve the complaint. Should the person making the complaint wish to remain anonymous, the school's capacity to investigate and address the matter may be limited.

If a complaint is raised and it appears that unlawful conduct had potentially occurred, in order to uphold this policy, the School will need to take appropriate action in relation to the complaint which may include reporting the matter to the police or other relevant authorities.

All persons aware of the complaint (and/or involved in the complaint procedure) must also maintain confidentiality, including the person who lodges the complaint. Individuals may discuss the complaint with a support person or representative whom the individual has identified. The support person or representative must also maintain confidentiality.

Procedures – General Complaints or Grievances

If your complaint is about the conduct of a staff member, including conduct that may be misconduct or reportable conduct, see 'Procedures – Complaints or Allegations of Staff Misconduct/Reportable Conduct' section below.

For general complaints or grievances, the school's aim is to resolve matters informally and we encourage individuals to start with Step 1 below.

Step 1. Talk to the person directly

If your grievance relates to the conduct of a particular person, and you feel comfortable in doing so, it may be appropriate to talk to the person directly about your grievance in the first instance.

When speaking to the person, you should:

- (a) Make an appointment with the person and let them know what you wish to discuss in advance.
- (b) Identify the matter that is causing you concern.
- (c) How the matter makes you feel.
- (d) Explain how you think the issue could be resolved.

If you do not feel comfortable talking to the person directly, or you have tried this method but it did not resolve your grievance, you may lodge a formal complaint with the school – proceed to Step 2.

Step 2. Lodge complaint to the School

If you wish to raise a formal complaint with the school, you are required to lodge the complaint in accordance with one of the following:

- (a) If your complaint is about a school matter, or against a person *other than* the Principal or a member of the School Board, you are required to lodge a complaint, preferably in writing, with the Principal using either the email address principal@lpsww.nsw.edu.au or the postal address 'Lutheran School, Tamar Drive, Wagga Wagga. 2650.' Mark your email or letter as 'Confidential: Attention Principal'.
- (b) If the complaint is against the Principal, or it is not appropriate to raise the matter with the Principal, you are required to lodge a complaint, preferably in writing, with the Chair of the School Board using either the email address chair@lpsww.nsw.edu.au or the postal address 'Lutheran School, Tamar Drive, Wagga Wagga. 2650.' Mark your email or letter as 'Confidential: Attention Board Chair'.
- (c) If the person against whom the complaint is made is a member of the School Board, you are required to lodge a complaint, preferably in writing, with the Executive Director of Lutheran Education VIC, NSW & TAS (**LEVNT**) using either the email address schools@levnt.edu.au or the postal address 'Lutheran Education VIC, NSW & TAS, Level 1/755 Station St, Box Hill. VIC 3128.' Mark your email or letter as 'Confidential: Attention Executive Director LEVNT'.

The complaint should include clear details about the particular matter (eg. who, what, when, where) and preferably be supported by evidence.

The person in receipt of your concern (or their delegate) will undertake the following steps within a reasonable period of time:

1. Acknowledge receipt of the complaint in writing.
2. Consider the details of the complaint and how to appropriately address the concerns raised which may include investigation of the circumstances of the complaint to inform any decision or further action.
3. Inform you of the outcome to the complaint in writing.

If you are not satisfied with the response to your complaint to the Principal, or the way your complaint has been handled, you can raise the matter, preferably in writing, with the Chair of the School Board using either the email address chair@lpsww.nsw.edu.au or the postal address 'Lutheran School, Tamar Drive, Wagga Wagga. 2650.' Mark your email or letter as 'Confidential: Attention Board Chair'.

The school will consider what is in the best interests of the students and the school in handling a complaint. The person in receipt of your concern (or their delegate) will exercise discretion to determine how to handle your complaint.

It may be necessary in some circumstances for the person in receipt of the concern (or their delegate) to obtain advice and pastoral support from an external person (eg a legal adviser) to ensure that the complaint is appropriately and fairly handled.

In circumstances where the complaint is made against a member of the School Board, the Director of LEVNT will need to comply with the School's Constitution and any other relevant governance requirements.

If the complaint relates to allegations concerning the safety of a child, the person in receipt of your concern (or their delegate) will refer to the School's Child Protection Policy.

If the complaint relates to allegations that may reasonably believe to be illegal or criminal conduct, the person in receipt of your concern (or their delegate) is required to make a report to the police or other relevant authorities.

Procedures – Complaints or Allegations of Staff Misconduct/Reportable Conduct

The procedure outlined below applies specifically to complaints about the conduct of a staff member and may include misconduct or reportable conduct. The procedure is for stakeholders, including parents and carers, to raise a complaint about staff conduct.

For other complaints or grievances that are not related to staff conduct, refer to the 'General Complaints or Grievances Procedure' above.

Further information about reportable conduct, including a definition, can be found in the school's Child Protection Policy that is available on the school's website or in print from the school office.

Note for Staff: The reporting procedure for staff to raise concerns about the conduct of another employee is outlined in the school's Child Protection Policy that is available on the school's website or in print from the school office.

Step 1. Lodge complaint/allegation directly to the Principal

If you wish to raise a complaint or allegation about the conduct of a staff member, including misconduct or reportable conduct, you are required to lodge the complaint in writing directly to the Principal and in accordance with the following:

- If your complaint/allegation is against a person *other than* the Principal, you are required to lodge a complaint, preferably in writing, with the Principal using either the email address principal@lpsww.nsw.edu.au or the postal address 'Lutheran School, Tamar Drive, Wagga Wagga. 2650.' Mark your email or letter as 'Confidential: Attention Principal'.
- If the complaint is against the Principal, or it is not appropriate to raise the matter with the principal, you are required to lodge a complaint, preferably in writing, with the Chair of the School Board using either the email address chair@lpsww.nsw.edu.au or the postal address 'Lutheran School, Tamar Drive, Wagga Wagga. 2650.' Mark your email or letter as 'Confidential: Attention Board Chair'.

The complaint/allegation should include clear details about the particular matter (eg. who, what, when, where).

The Principal (or Board Chair) in receipt of your complaint/allegation will undertake the following steps within a reasonable period of time:

1. Acknowledge receipt of the complaint/allegation in writing.
2. Consider the details of the complaint and determine on face value whether it is an allegation of reportable conduct.

It may be necessary in some circumstances for the Principal to obtain advice and pastoral support from an external person (eg a legal adviser) to ensure that the complaint/allegation is appropriately and fairly handled.

3. Determine how to appropriately address the complaint/allegation which may include investigation of the circumstances of the complaint/allegation to inform any decision or further action (as outlined in the school's Child Protection Policy).

Timeframes for handling complaints/allegations of staff misconduct or reportable conduct may be longer than that for general complaints if a reportable conduct investigation needs to take place. The Principal (or Board Chair) will provide you with updates on progress, in writing, from time to time.

4. Inform you of the outcome to the complaint in writing (there may be limitations under the Ombudsmen's Act and privacy legislation regarding disclosure of information about an investigation and the outcome of the investigation).

If you are not satisfied with the response to your complaint to the Principal, or the way your complaint has been handled, you can raise the matter, preferably in writing, with the Chair of the School Board using either the email address chair@lpsww.nsw.edu.au or the postal address 'Lutheran School, Tamar Drive, Wagga Wagga. 2650.' Mark your email or letter as 'Confidential: Attention Board Chair'.

It is important when dealing with allegations of reportable conduct that the matter be dealt with as confidentially as possible. The School requires that all parties maintain confidentiality during and after the investigation including in relation to the communication, handling and storing of documents and records.

Commitment

Lutheran School Wagga Wagga is committed to creating and maintaining an environment where caring, cooperative and respectful relationships contribute to a supportive community that reflect the values and Christian ethos of the school and will work to ensure that complaints are dealt with fairly, promptly and effectively.

Related policies and procedures

- (a) Enrolment terms and conditions;
- (b) Privacy Policy;
- (c) Child Protection Policy.
- (d) Professional Conduct Standards Policy
- (e) Behaviour Learning Policy and Procedures

CARE COORDINATOR GUIDELINES

Role

To provide connection, support and communication to LSWW families by:

- Coordinating social events and helping new families integrate into the school community and especially into their class groups.
- Assisting with the care and support of families in the class group through clear communication with class teachers and the Chaplain.
- Providing an additional communication channel for parents, teachers and staff via closed Facebook groups.

Our goal

To respect the wishes of our school families. To this end will not impose our support on them, rather our responses will always be guided by them.

Care Giving Program is 'opt in'. We invite families to participate but if they decline, we respect their decision. Invitations are made through one on one discussion, notifications in the newsletter, introductions at Parent Information Night, and for new families, through direct contact made by the Chaplain.

Becoming a Care Coordinator

At the end of each year invitations will be made to all school families to submit their names for consideration as volunteer care coordinators for the following year. Coordinators will be advised shortly thereafter subject to class lists being finalised.

Early in the new school year, all Care Coordinators will be invited to a simple induction session where these guidelines will be discussed and any questions addressed.

Privacy

The privacy of our school families is a priority of LSWW. To this end no personal contact details will be made available unless that individual has first agreed to provide those details. A list of new families will be provided by the Chaplain to Care Coordinators early as soon possible in the new school year. The Chaplain will also contact new families to make them aware of the CGP and will provide the contact details for their class Care Coordinator and encourage them to opt in to the program.

Email addresses and phone numbers of families will not be made available through the school administration office to Care Coordinators. Emails may be sent to class groups by forwarding them to the Chaplain who will then send the information via BCC to the required families.

Further protection of privacy must be maintained when hearing of a difficulty a family may be facing. The appropriate chain of communication will be limited to the family in question (if directly advised by them of a situation), the class teacher and the chaplain; or the class teacher and chaplain if the information has come from a source other than the family in question. In all circumstances the class teacher should be advised first with a 'heads up' given to the Chaplain.

The class teacher has the option to either contact the family directly or pass the information on to the Chaplain. Once the family's desires are understood appropriate support will be arranged and will be communicated to the Care Coordinators.

Facebook Groups

Each year group has a closed Facebook group (Class of 20## Yr # LSWW). The Chaplain and allocated Care Coordinators for that year act as the administrators for these groups. Care Coordinators are also invited to join a Care Coordinators closed group where information relating to all years and any questions can be addressed.

Membership of a LSWW class closed Facebook group is limited to teachers, parents and carers of students enrolled in the corresponding class. Invitations to join should be made to new families whenever possible and existing families who are not currently members should also be invited to join. The groups will be advertised in the school newsletter with the appropriate web link provided.

Every person requesting to join a LSWW closed Facebook group must be approved by either the class Care Coordinator or the Chaplain and will need to be able to show their association to a student in the class group. If a Care Co-ordinator is not sure of the status of an individual requesting to join they should contact the Chaplain for cross referencing against the school enrolment database or further inquiry of association.

Events

All information and advertising of events should be sent to the Chaplain for approval and distribution to the appropriate area in the school - admin, newsletter, app or classes.

Care coordinators are appointed for a single class group and the role does not extend beyond that class group despite the possibility of additional children being enrolled in the school. Where Care Coordinators have children in more than one year level, we ask that they only manage events for their appointed year group and afford the same courtesy as any other parent within the other group/s when suggesting ideas or events.

Social events run by Care Co-ordinators are primarily designed to help families (especially new ones), within a given year group, to get to know each other. While events spanning a range of year groups are fine, these should be limited in their frequency to make sure we are not losing sight of the primary intention. It may be advisable to hold back from such events until later in the year thus giving greater opportunity to foster those connections within the individual year group during Terms 1 and 2.

Money

The aim of the CGP is to provide connection, support and communication to families and does not include fundraising for classes or the school. Any collection of money from families by Care Coordinators must first be submitted to the Chaplain for consideration and further approval by the Principal before being actioned.

Family Support

Foodbank

LSWW manages a foodbank of meals so we can provide food support to families who may be experiencing unexpected changes to their family circumstances. The foodbank is overseen by the school chaplain with requests for meals to replenish the bank made via the class care coordinators, the school newsletter or via class diary notes.

All meals should be delivered to the school office, in packaging suitable for immediate freezing, with a clear list of ingredients and the date made attached.

When meals are sent home, the chaplain coordinates with the family, class teachers and care coordinators to ensure the meals get to where they are needed with a minimum of disruption to the family. Our hope is that families in need will feel confident that we will work with them to understand their needs, will act as sensitively as possible and will respect their wishes especially around privacy.

Ideally we maintain at least 6-12 meals in the canteen freezer and invite the school community to help replenish the bank as required and dependent on demand. If preferred, a financial donation can be made at the school office with all proceeds used to purchase premade meals, groceries or other material support.

Coles Gift Cards:

These cards can be used in a variety of ways by families in need, whether it be fuel, groceries or even clothing. The cards afford a degree of autonomy and control for families where life's circumstances may make things feel very much out of control. From time to time we will invite the school community to donate cards or make financial contribution for their purchase. Cards are kept by the Chaplain for distribution when needed.

PARENTS AND FRIENDS COMMITTEE – MEMBERSHIP AND TERMS OF REFERENCE

Interpretation

In this Terms of Reference, unless otherwise stated:

- “The School” means Lutheran School Wagga Wagga (LSWW)
- “School Board of Directors” is the governing body of Lutheran School Wagga Wagga
- “School Executive” is the Management group representing The School for the daily oversight of Lutheran School Wagga Wagga
- “Church” means Bethlehem Church in Wagga Wagga
- “P&F” means Lutheran School Wagga Wagga Parents and Friends
- “P&F Executive Committee” means the office bearers of the P&F Committee

Establishment

The Parents and Friends Committee will support the staff, students and community of the Lutheran School Wagga Wagga (the School) by cooperating with the School Board in pursuing the aims and vision of the School, and carrying out fundraising and community building activities.

Objectives and Functions

The aims of the Parents and Friends Committee shall be (as listed in the Constitution – Bylaws and in keeping with the Christ-centred nature of the school).

To foster close relationships between the school and home by:

- a. assisting parents grow in their understanding of Lutheran and general education philosophy and practice;
- b. assisting school families to function effectively as the primary agencies of Christian education;
- c. providing opportunities for fellowship and social activities for the school community;
- d. providing a voice for parents;
- e. receiving updates from the Principal about what is happening at the School; and
- f. supporting the school through limited fundraising activities on behalf of the school under the auspices of the School Board.

Composition and Membership

The Office Bearers of the Parents and Friends Committee are (P&F Executive Committee):

- a. Chairperson (who prepares agendas for meetings in consultation with the Secretary, liaises with the principal, chairs meetings, ensures decisions and activities of the P&F are carried out as determined at meetings) ;
- b. Vice Chairperson (who takes over the responsibilities of the chairperson in their absence) ;
- c. Secretary (who manages correspondence, prepares meeting agendas in consultation with the chairperson, and takes/distributes minutes of meetings) ; and
- d. Treasurer (Financial records of P&F are maintained by the school’s business office staff who work closely with the Treasurer. The Treasurer will liaise with the business office regarding processing of fund raising income/expense, handling of money, banking, and transfer of funds).
- e. Parent member on the School Board of Directors – one member to be nominated by the School Parents and Friends Committee and approved by the Board. This one member would be from the executive of the Parents and Friends Committee. (Constitution By Laws 7 Parents and Friends Committee 6a).
- f. The Fundraising Coordinator – coordinates fundraising, co-ordinates a calendar of events and advertises for assistance for upcoming events.
- g. Sub Committees formed by the P and F Committee from time to time as required.

Committee Members have the right of audience, discussion and voting, as does any Parent Member (description h. below) present at a Parent and Friends meeting, unless otherwise specified.

- h. Parent Member – shall be a mother, father and/or guardian of any child enrolled at the School. The number of parent members shall be unlimited.

The following positions have a right of audience and discussion:

- a. Staff Member – usually the Principal or Deputy Principal of the School (or nominee). The staff member should be a current member of staff at the School. The number of staff members shall be unlimited.
- b. Friend Member – a friend member shall be any person over the age of 18 years, who is interested in the welfare of the school and who is approved by the P&F Executive Committee. A friend member should have a current WWCC (Working With Children Check). Applications for membership as a Friend Member will be taken to the next P& F Executive Committee meeting to determine, by a majority of votes. The decision for membership shall be communicated as a Friend Member (or not) in writing by the P&F Secretary. The number of friend members shall be limited to one third of the number of parent members enrolled at any time.

Any members may be requested to leave a meeting if they are not displaying behaviours in alignment with the spirit of the P&F Objectives.

All positions on the P&F Executive Committee shall be held in an honorary capacity and no honorarium shall be granted to any of the P&F Executive Committee members.

Election of Committee

- 1) Election of the P&F Executive Committee for the ensuing year will take place at the Annual General Meeting in November each year. Members can nominate or be nominated to be elected to the P&F Committee. Nominations should be submitted to the Secretary one week before the Annual General Meeting. In the event that there is more than one nomination for a position, a secret ballot may be held to determine the selection of the position.
- 2) The incoming P&F Executive Committee will be installed at the General Meeting, which will be held in the month of February each year.
- 3) This process is to be chaired by the previous Chair or delegate.
- 4) Any vacancy occurring amongst the P&F Executive Committee may be filled by the P&F Executive Committee but any such appointment shall be subject to ratification at the next P&F Meeting.
- 5) P&F Executive Committee members can serve for one year with the right to serve a maximum of two consecutive years on the Committee. However, if a P&F Executive Committee member has served a maximum term and no nomination is made for that position, the P&F Executive Committee member may be voted back into the position.

Quorum and Meetings

- 1) A quorum for any meeting shall be 3 P&F Executive Committee Members plus 2 others.
- 2) The Parents and Friends Committee will meet at least once a term. Members of the School community may submit items for consideration at any time during the year.
- 3) Annual General Meeting will be held each year.
- 4) Where approvals are required between meetings of the Parents and Friends Committee, at least three of the P&F Executive Committee members may approve matters via email in writing. An email received by the Secretary from all regular members (or their nominees) indicating consent to a resolution of the P&F Executive Committee. The P&F Executive Committee may hold special meetings to make urgent or administrative decisions on behalf of the P&F.

Resignations during Term of Office

- 1) P&F Committee members may resign at any time by giving written notice to the Secretary/Treasurer. The resignation will take effect at the time written notice is received and acknowledged by the Secretary/Treasurer.
- 2) The School Board may terminate the membership of any P&F member at any time.

Voting

- 1) Unless otherwise provided by these rules, at every general meeting, special meeting or annual general meeting:
 - a. the chair shall preside as chairperson, or if there is no chair, or if the chair is not present within 15 minutes after the time appointed for the holding of the meeting or is unwilling to act, the vice-chair shall be chairperson or if the vice-chair is not present or unwilling to act then the members present shall elect one of their number to be chairperson of the meeting; and
 - b. the chairperson shall maintain order and conduct the meeting in a proper and orderly manner; and
 - c. every member present shall be entitled to one vote and in the case of an equality of votes the chairperson shall have a casting vote; and
 - d. voting shall be by show of hand or a division of members, or unless a secret ballot is requested by any member; and
- 1) Members shall have the right to vote at a General Meeting.
- 2) The Chair or other person presiding at a meeting shall be entitled to a casting vote.
- 3) At every P&F Committee, AGM and General Meeting, a simple majority vote will determine the outcome of a resolution.

Procedure at Meetings

- e. the chairperson shall appoint two members to conduct the secret ballot in such manner as the chairperson shall determine and the result of the ballot as declared by the chairperson shall be deemed to be the resolution of the meeting at which the ballot was demanded; and
 - f. a member may only vote in person and on a show of hands every person present who is a member shall have one vote and in a secret ballot every member present shall have one vote; and
 - g. the secretary shall cause full and accurate minutes of all matters, resolutions and other proceedings of every general meeting, special general meeting and annual general meeting to be kept by the School.
- 2) For the purposes of ensuring the accuracy of the recording of such minutes, the minutes of every meeting shall be signed by the two members of the Executive at the next succeeding meeting verifying their accuracy.
- 3) The chairperson may, with the consent of any meeting at which a quorum is present or by the majority of the members present (and shall if so directed by the meeting), adjourn the meeting, however no business shall be transacted at any adjourned meeting other than the business left unfinished on the agenda at the meeting from which the adjournment took place. No new business can be introduced, only business formerly presented on the agenda can be discussed.

P&F Finances

- 1) The P&F Treasurer will be responsible for the financial transactions of the Committee in consultation with the school finance office.
- 2) The P&F Treasurer shall present to each Executive and General Meetings a complete statement of income, expenditure and investments. In the report the treasurer shall also include a statement of approved but not yet completed transactions, in order to inform the Committee of the balance for unallocated funds.
- 3) The funds of the P&F Committee must be kept in the name of the P&F Committee in a financial institution decided by the P&F Executive Committee. Two P&F Executive Committee members, other than the Treasurer, shall have joint signature rights on the bank account/s. These other authorised members must be confirmed and approved by the P&F Executive Committee. The Treasurer will have 'view only' rights to accounts and may set up but not authorise transactions. The school's Finance Officer is also to have 'view' rights to enable monthly accounts to be prepared.
- 4) The P&F Treasurer shall have discretion to decide in placing money between transaction account and special savings account etc., and to decide from time to time to keep a smaller amount in cash, which can be used for floats at events and the like.
- 5) Proper books and accounts shall be kept and maintained either in written or printed form in the English language showing correctly the financial affairs of the P&F Committee and the particulars usually shown in books of a like nature. The formal accounts will be recorded and maintained by school staff with the assistance of the Treasurer.
- 6) All expenditure will be either approved by or ratified at a P&F meeting.
- 7) The auditor of the School must, as part of the School audit, examine transactions undertaken by the P&F to ensure they reflect a true and fair view of activities for the year.

- 8) Fund-raising activities should be aimed to fund specific projects to benefit the school. The Principal and Business Manager will provide the P&F Executive Committee with a list of projects for the P&F Executive Committee to choose from.

Winding Up

Any decision for winding up of the P&F shall be made according to the following procedure:

- 1) The P&F shall consult with the School Board before any decision to wind up the P&F is made.
- 2) Upon the approval from the School Board to proceed with winding up, notice of a proposal to wind up the P&F shall be given to the members.
- 3) The decision to wind up the P&F shall not become operative until the approval from School Board has been obtained.
- 1) The decision to wind up shall be by a special resolution of the School Board in a general meeting.
- 2) Upon the winding up of the P&F, should there remain after the satisfaction of all its debts and liabilities any property whatsoever, the School Board may give indication regarding the use of such remaining property. Where no such indication is given the remaining property shall be given and transferred to the School.

Financial Year

The financial year of the P&F shall be the same as the School financial year.

Amendment Review

These Membership and Terms of Reference will be reviewed annually. Any amendments to these Terms of Reference must be approved by the School Board after consultation with the P&F Committee.