

LUTHERAN SCHOOL WAGGA WAGGA



PARENT HANDBOOK



2022

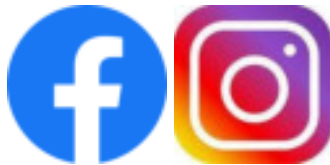


LUTHERAN SCHOOL WAGGA WAGGA

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AUSTRALIA

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Follow us on social media

WELCOME



This new school year is extra special because we are celebrating the 40th Anniversary of the first classrooms at Lutheran School. It is a chance to reflect on our history and look ahead toward the many exciting future adventures. We will be celebrating this year with a Family Fun Day and Sustainability Festival - but those are only two of many exciting activities for the year.

As we prepare for the 2022 journey, we invite you to read or re-read this handbook to understand some of the traditions and expectations at Lutheran School. For us it's

about developing a partnership whereby we support one another in being the best we can be. We encourage every student to aim high according to their own learning and developmental needs and our staff foster in students a sense of agency in their school experience.

In 2022, we invite students to explore even more of their interests through a new regular Creative Arts course, new music and sport opportunities, new and improved clubs, and a chance to take up new languages. We provide a place where children can explore their interests, learn about the world around them and discover more about themselves and their capabilities.

Also new in 2022 is an explicit focus on Health and Wellbeing. We'll build on the Social and Emotional lessons from 2021 and add greater emphasis on mental and physical health. We believe these emphases will further nurture insightful learners, resourceful problem solvers, adept creators, responsive communicators, resilient leaders and collaborators, and caring supporters who go on to fulfilling work and family lives. We continue to be proud of our great track record for quality student outcomes as we are for building a beautifully warm and supportive community for our families.

We know you and your child will feel a sense of belonging as we embark on 2022.

STUDENT FREE DAYS AND TERM DATES

2022 Term Dates

Term 1—10 weeks

Monday 31 January to Friday 8 April

Term 2—10 weeks

Wednesday 27 April to Friday 1 July

Term 3—10 weeks

Tuesday 18 July to Friday 23 September

Term 4—9 weeks

Tuesday 11 October to Thursday 8 December

2022 Student Free Days

Term 1

Friday, 8 April Student-led conferences

Term 2

Tuesday, 26 April Teacher learning

Monday, 13 June Public Holiday

Term 3

Monday, 18 July Teacher learning

Friday, 23 September Student-led conferences

Term 4

Monday 10 October Teacher learning

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INTRODUCTION TO LUTHERAN SCHOOL WAGGA WAGGA

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

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

VISION STATEMENT

Flourishing with faith, belonging and the continued pursuit of excellence

VALUES

Lutheran School Wagga Wagga promotes and teaches the values:

LOVE HOPE COMPASSION QUALITY SERVICE RESPECT HUMILITY APPRECIATION COURAGE JUSTICE FORGIVENESS

The school focuses on one value each term, connecting the value to Biblical teachings and principles. The values are further taught within our Social and Emotional Learning curriculum framework.

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."*

In our school context, we begin each day with a chapel or a devotion which includes a Bible reference, songs and a prayer. Christian Studies is explicitly taught according to the Christian Studies Curriculum Framework and is often integrated into transdisciplinary units of study.

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 a 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. Maker space |
| 3. Junior Primary (K-2) playground | 14. Technology Hub | 25. Art hub |
| 4. Outside School Hours Care (OSHC) | 15. Resource Centre | 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. Teacher planning | 18. Groundsman | 29. Year 6 |
| 8. Learning Support | 19. Year 4 | 30. PE/Sports Coordinator |
| 9. Year 1 | 20. Year 4 | 31. Demountable storage |
| 10. Year 1 | 21. Staff room | 32. Demountable storage |
| 11. Year 2 | 22. Year 3 | |



ADMINISTRATION AND GOVERNANCE

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 fourth 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 try to resolve the issue. If that is not successful, they 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 (parents) or Staff Grievance Policy adopted by the Board and available in the Appendices of this handbook.

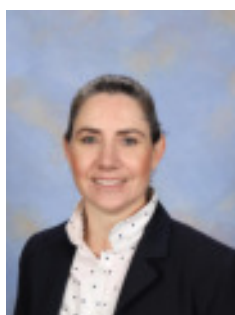
BOARD MEMBERS

The School Board has a supportive role in your ministry as a Lutheran School staff member and a governance and policy making role in financial, facilities, maintenance and policy matters.

All staff are answerable to the School Board through the Principal. The Board meets monthly and is elected at the Annual General Meeting of Bethlehem Lutheran Congregation. The Principal, Deputy Principal and the Business Manager attend School Board meetings as consultants to the Board.

Mrs Johanna Stanton

Board Chair and parent of current students.



Mr Malcolm Kohlhagen

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



Mr Graeme Wenzke

Parent of former students, current and former Board member.



congregation.

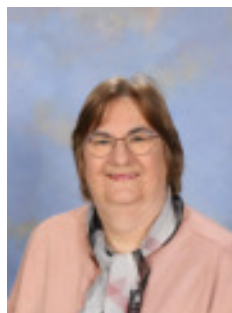
Mr Adrian Whiting

Parent of a former student



Mrs Rhonda Lieschke

Parent of former students. Grandparent of current students.



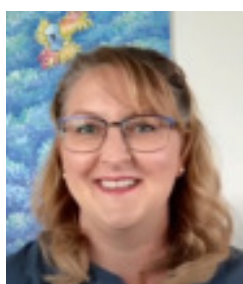
Mr Brian Leske

Parent of a current student.



Ex-officio Consultants to Board:

Principal



Deputy Principal



Business Manager



2022 STAFF MEMBERS

Ms Janet Moeller – MSc Ed Leadership; M Ed (Reading specialist) BA Ed (Music and Theology minors)	Principal
Mr Dylan Evans – BSc (Hons Biol), GradCertEd (Primary)	Deputy Principal
Ms Emma Grant – B Teach (ECE)	Learning Innovation Coordinator
Mrs Sam Hamilton – BEd, Dip T, MEd (Educational Studies)	Learning Enhancement Coordinator
Mr Gavin Richards – BEd (Primary)	Year 4 Teacher/Y3-6 Coordinator
Mrs Lauren Forsyth – BEd (Primary)	Year 1 Teacher/K-2 Coordinator
Mr David Shaw – BBus (Econ), BBus (Acc), MBA, CPA	Business Manager
Mrs Nicole Verus - Dip Secretarial Studies	Executive Assistant
Mrs Tash Macleod – BA/BTeach	Kindergarten Teacher
Mrs Arnika Buchanan - BEd (Primary)	Kindergarten Teacher
Mrs Karen Suckling – GradCertRE, BEd (Primary), DipT	Year 1 Teacher
Miss Kate Daniel – BA and MTeach (Primary)	Year 2 Teacher
Miss Clare Duncan - BEd (Primary)	Year 2 Teacher
Mrs Janelle Thompson – GradDipThEd, BTeach (ECE)	Year 3 Teacher
Mrs Helen Whatmuff – BEd, DipT	Year 3 Teacher
Mrs Nicole Wadley – DipT (Primary)	Year 4 Teacher
Mrs Lindsie Newham – LLB, BCom (Econ, HR), MTeach (Primary)	Year 5 Teacher
Mrs Robyn Richards – Dip T(ECE), BEd(Primary)	Year 5 Teacher
Mr Callum Gardner - BEd (Primary)	Year 6 Teacher
Mrs Cindy English – BEd(Primary)	Team 6 Teacher
Miss Hayley Miegel – BEd(Primary), GradDipEdALC	STEM Teacher
Mrs Melise Rodda – BEd(Primary)	Creative Arts Teacher
Ms Caroline Stewart – GradDipEd (PDHPE), BSocSc (Rec&HumMov)	PE Teacher/Sports Coordinator
Mrs Liz Lieschke – GradDipThEd, DipT(Primary)	Music Teacher
Mrs Jenny Hausfeld – Cert IV(Human Resources)	Finance Officer
Mrs Lyn Miller	Admin/Finance Assistant
Ms Kris Bormann	Resource Manager
Mrs Claire Day- Cert Education Integration Aide/Teacher Aide	Learning Assistant
Mrs Janine Menzies	On Leave in 2022
Miss Susan Neiberding – DipChnServices, CertIV(Train&Assess)	Learning Assistant
Mrs Philippa Prenzler – BA, DipEd(Sec), MEd(TL)	Learning Assistant
Mrs Renee McLachlan - Cert IV Edu Support, Cert III Business Adm	Learning Assistant
Mrs Jodie Hodgson – Cert III EC Education/Care	Learning Assistant
Mrs Codie Harper	Learning Assistant
Mrs Mary Woodbury	Canteen Manager
Mr Martin Peck	Groundsman
Mrs Rebecca Cameron – Cert III EC Education/Care; Dip ChnServices	OSHC Coordinator
Nebosja Bogdanovic	Cleaner
Meliha Bogdanovic	Cleaner

LEARNING AND 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 more
- Opportunity for individuals, teams and groups to participate in major competitions and events, e.g. Tournament of Minds (TOM), University of NSW competitions (ICAS), Combined Independent Schools (CIS) sporting teams, music competitions to name a few

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

LANGUAGES

Before- and after-school language opportunities are provided. These will become known at the beginning of the year.

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 other club groups 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, health and social and emotional skills are an integral part of PE and are embedded throughout all lessons. All year levels cover the basic fundamental motor skills.

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.

LIBRARY

The library is part of our Resource Centre and is operated each day by the Resource Manager. The library provides a wide variety of materials for both educational and recreational purposes.

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. At the 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. Years 3 through 6 have a one-to-one laptop programme where each student has a school laptop or Chromebook to use for the entire year. Computers throughout the school are networked and have access to the Internet.

Cyber safety is explicitly taught and students are expected to use school devices as “tools, not toys”. Misuse of devices is handled in alignment with our Behaviour Learning procedures.

As technology resources continue to expand, the School purchases items that facilitate greater classroom learning.

HOMEWORK

Home learning is part of a learning program for all students. Guidelines have been developed to provide consistency in the use of home learning across the school.

Purpose

Home learning is 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, highlights area of need);
- enable the child to develop desirable thinking and study skills; and
- provide opportunities for children to take responsibility for 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
- modify homework expectations for students so that they are not spending more than 10 minutes per year level per school night on work from home
 - Year 6 should not exceed 60 minutes of work per night, 240 minutes per week
 - Year 5 should not exceed 50 minutes of work per night, 200 minutes per week
 - Kindergarten will only send home reading and literacy practice
- make sure that homework strengthens neural pathways of learning already introduced and performed in class. Parents should not need to explicitly teach new homework concepts to their children
- consider the use of optional homework for parents who want more
- if assigning a larger project, help students scaffold the project into nightly ‘chunks’ that they can accomplish independently
- work tasks assigned should receive teacher feedback, even if it is simply an acknowledgement of submission
- set tasks related to current program
- communicate with parents/guardians if issues arise over home learning activities

Home learning should not count toward a student’s final academic grade. The exceptions are process tasks whereby students videotape their working process so that you know the student did the work independently.

Parent expectation

The school expects parents to:

- provide the opportunity and an appropriate environment for their child to complete homework learning activities successfully, i.e. desk or table to work on
- 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

Student's responsibilities

The student has the responsibility to:

- ensure they understand the activities to be undertaken
- spend the minimum number of year level minutes focused on their tasks
- negotiate with family when they will do activities

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.

ATTENDANCE AND DAILY ROUTINE

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).

SCHOOL DAY

6:45am	OSHC available (optional, at additional cost)
8:00am	Before school music, fitness and languages begin (optional, at additional cost)
8:10am	waiting area supervision begins (front of Resource Centre)
8:20am	staff devotion/briefing
8:30am	play area supervision commences
8:55am	first bell
9:00am Monday 9:10 – 9:30am	roll marked and classes commence K – 6 worship
9:10am to 11:10am	work session one
11:10am to 11:20am	lunch: supervised eating
11:20am to 11:45am	free play
11:50am to 1:50pm	work session two
1:50pm to 1:55pm	afternoon tea: supervised eating
1:55pm to 2:20pm	free play
2:20pm to 3:20pm	work session three
3:20pm	classes conclude for the day
3:20pm	OSHC, music ensembles and language lessons held (optional, at extra cost)
4:00pm	all students not in OSHC or optional activities 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. Students bring fresh fruit or vegetables that are easily eaten as a 'brain food' top up.

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 and the absence is not reported by the parent, a text message will be sent at approximately 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 sent or given to the school office *if you have not previously contacted us*.

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. Tuition and fees must continue to be paid to maintain enrolment.

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. Tuition and fees must continue to be paid to maintain enrolment.

Homework for longer absences

Teachers are unable to provide individualised programs of study for students who are on extended absences. Instead, a general packet is given to the parents indicating some activities that students can do to maintain many of their academic skills while absent from school. These packs will be given to parents when planned or holiday absences occur.

Families on longer leave may continue to access Seesaw and other school communications and do their best to replicate some of the learning from school.

If a child is absent for long periods of time due to illness, the school will work with the family to identify activities the child might do while recovering. *The first priority is health and students who are ill for health reasons are not expected to complete work.* It will only be given in a situation where the family believes the school connection will benefit the child's mental health while they are struggling physically. In these cases, teachers might also arrange with the parents opportunities to electronically communicate with their friends at school.

Families with illness may be eligible for family financial assistance. Please arrange a meeting with the Principal if this is the case.

Early arrival or late departure

No child is to be at school before 8:10am unless travelling by bus, attending OSHC or participating in an optional before-school activity. Children arriving before 8:10am 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.

Students should not be at school after 4:00pm after the last bus has left unless they are attending OSHC or optional after-school sessions.

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 card 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 website, the school app or weekly school newsletter for these dates and for Term dates.

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
Assembly				
Friday (alternate weeks)	2:40pm (unless informed otherwise)	students	hall/chapel	Years K – 6 parents and friends welcome

BUSES

PUBLIC BUSES

Wagga Wagga has a reliable form of transportation between schools for all students in the city and surrounding areas. You can learn about bus routes by visiting busaboutwagga.com.au

To see if you're eligible to apply for a School Drive Subsidy, visit transport.nsw.gov.au/schooldrive or call 131 500.

SCHOOL SHUTTLE

As many of our families come from the Estella area, the school provides a private shuttle to and from school each day. The bus routes and times will vary each year depending on the locations of families. Please contact the school office for more information on the shuttle.

BEHAVIOUR LEARNING AND BULLYING

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).

School expectations

The school's Behaviour Learning Policy and Procedures outline the school expectations and responses to student behaviours. The process below is built on our Social and Emotional Learning Framework as well as the Restorative Practice approach.

Our expectations of students are built around five broad areas:

The Fair Play Rule – We play fairly with each other

The Learning Rule – We do our best so that we can learn

The Safety Rule – We act safely by considering others and protecting them and ourselves

The Property Rule – We care for the school and respect one another's property

The Communication Rule – We communicate with love and respect for one another

Begin with relationships

Restorative Practices happen *before* anything needs to be restored. The foundation of a safe environment is the knowledge that there is a trusted adult that cares for the child as a person first, a student second. To facilitate these relationships, teachers get to know students beyond the academic.

Acknowledging positive behaviour

We are proactive in finding appropriate ways to acknowledge the positive behaviours of our students. We should never take for granted that the majority of behaviours in our school are positive.

Rewards

In general, the School avoids token rewards such as lollies, treats, stickers and other external reinforcements. Research indicates that reward systems are only beneficial at the acquisition phase of a skill. See graphs below.

Reward systems should not be used as a regular classroom management procedure for behaviour that is expected and should be routine. If used long-term, reward systems tend to encourage compliance rather than agency and responsibility. Students should know they are doing the right thing without someone else telling them it is correct. See more on the [science of motivation](#). Instead, our behaviour management is built on authentic relationships, engaging and purposeful learning.



Our Behaviour Management is predominantly proactive. Our Social and Emotional Framework informs explicit teaching about socially appropriate behaviours. Students receive regular feedback on their emotional regulation, learning identities and relational capabilities throughout the year. They set personal goals for themselves and reflect on their progress toward meeting those goals. They are encouraged to identify and celebrate their successes. This might involve sharing in front of the class, with their parents or with another staff member.

Zones of Regulation: A program helping students identify and name their feelings. No emotion is 'good' or 'bad'. Rather, we learn what we can do so that we can behave in socially appropriate ways and express our needs, no matter what the emotion.

Restorative Practices begin with the building of strong relationships between students and teachers and between students themselves. When harm has occurred as a result of antisocial behaviours, we being follow up with the following questions:

- What happened?
- How did my actions affect others?
- How do I make it right?
- What if it happens again?

Neuroplasticity Learning a new skill is hard. Our neurons are making new neuron connections and we can feel frustrated when we first start learning something new. New behaviours can feel equally frustrating at first. As we practise over time, neuron connections related to those behaviours form pathways that become thicker and stronger so that the behaviour eventually becomes automatic. This is what is meant by 'growth mindset'.

On occasion, a student with special behaviour or learning needs will need to have an extrinsic, reward-based system in place to reinforce behaviours. If used, this type of reward system should be specifically stated on a student's Individual Learning Plan that is written in consultation with the parents and Learning Enhancement Coordinator.

Acknowledgement with students

Students should be setting regular goals and the achievement of those goals should be celebrated. Teachers allow time for students to acknowledge the contributions of others. They might send a student with a great piece of their work to the Deputy Principal or Principal's office for further accolades. We want to build a culture that recognises and celebrates the growth of all students.

Acknowledgement to Parents

Parents want to celebrate their child's success. Small merit awards go home to 2-3 sets of parents each week to affirm their child's contribution or action at school. These notes can be sent for any aspect of school life.

Values Awards

The Values Award is presented to one student from each class at the end of each term. This award affirms our school values and acknowledges students who have consistently demonstrated them through their words and actions. Staff choose students who are to receive the award which is usually presented at Closing Chapel.

Response to inappropriate behaviour

Acknowledge feelings

In general, a child's behaviour is a form of communication. Children often engage in antisocial behaviours because they are unable to regulate their emotions. We use the Zones of Regulation as a common language to help students unpack their feelings and regulate their emotions. Emotions are not 'good' or 'bad'. It is okay to be in the 'red' zone as anger is natural. Children may need to calm down into the 'green' zone before unpacking their behaviour choices. Through further conversations, we can help them recognise and avoid triggers in the future.

Allow voice, choice and ownership (RP "What happened?")

Our approach is that of 'Theory of Mind', listening to children and the reasons behind their behaviours. Often, children simply don't know how to behave in new and challenging situations. We may have a theory about what is going on in the child's head, but we don't know for sure. We have no direct way of knowing exactly what a person might be thinking. We teach them to tell their story using a beginning, middle and end. What were they doing? What zone were they in? What happened? Then what?

Build empathy (RP "How did that affect others?")

Our behaviour choices affect the wellbeing of others and ourselves. Through the conversation, students identify what others likely felt along the way. They identify the harm that was done. Students might guess and we often ask the other person to share through the restorative conversation. If they have hurt others, it may take time for the relationship to be fully repaired so that all students feel safe.

Fix things up (RP "How do we make it right?")

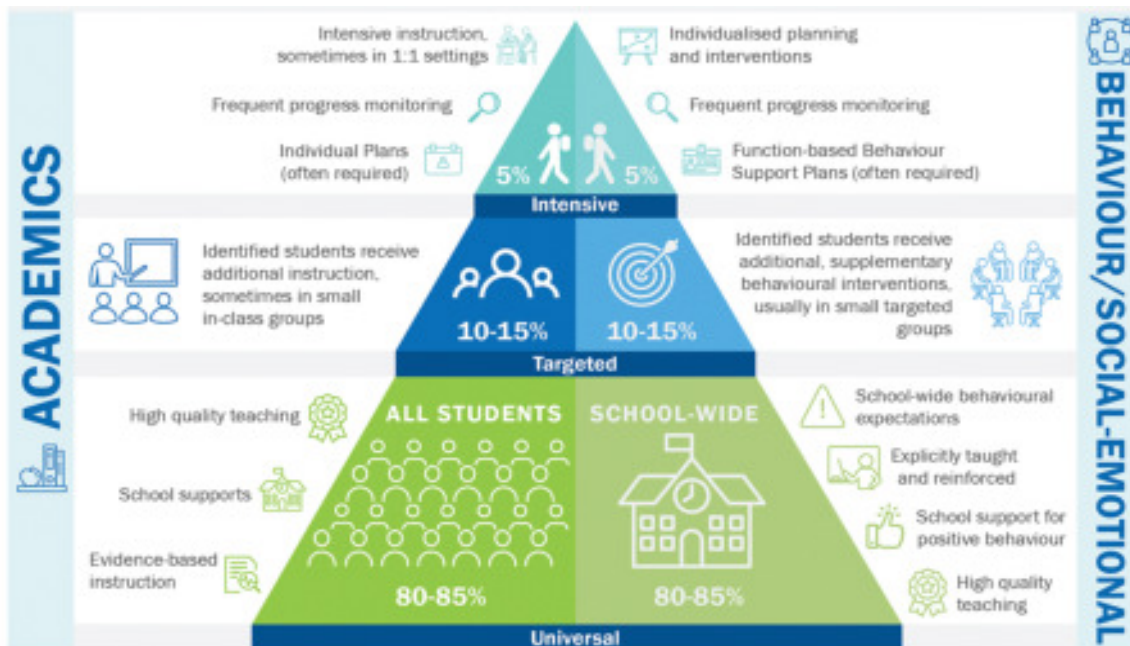
In many cases, an "I'm sorry" takes care of the problem. In other cases, restoration takes time. If students have owned their behaviours and understand the consequences, they often have good insights into what they can do to make things right.

Consider further consequences only if necessary – a judgment call

Staff must judge the likelihood that 'fixing things up' is consequence enough. If they feel like the child has learned their lesson, you might simply say, "Thank you for your efforts to fix things up. I trust this won't happen again. What do you think might be the consequence if this happens again?" There will be greater consequences for repeated antisocial behaviours. There need not be a teacher-imposed consequence if the child has put in the work to make things right.

If students don't own their behaviour or role in antisocial behaviour

A restorative approach only works when students are honest and seeking forgiveness. Students who do not take responsibility for their behaviour should be referred to the Stage Coordinator for further follow-up. Stage Coordinators will escalate behaviours to the Deputy Principal as necessary.



Individual Learning Plans

Children who do not respond to usual classroom management techniques or the school Behaviour Learning Policy require an behaviour learning plan. This should be developed by a team of staff including the class teacher, the Stage Coordinator, Learning Enhancement Coordinator and the Deputy Principal.

Interventions for behaviour are as intentional as modifications and adaptations for academic needs. See the Multi-Tiered Systems of Support (MTSS) in the NSW diagram below to see the side-by-side relationship between learning and behaviour.

Parents will meet with the team (mentioned above) to be informed of any individual plan and seek their input (as the home/school connection is important to show a united front to the child). Individual programs will be documented by the Deputy Principal. Concerns with the response of students who do not respond to the individual plan, need to be referred to the Deputy Principal in the first instance, who will consult with the Principal as required. The image on the next page helps explain how that support begins.

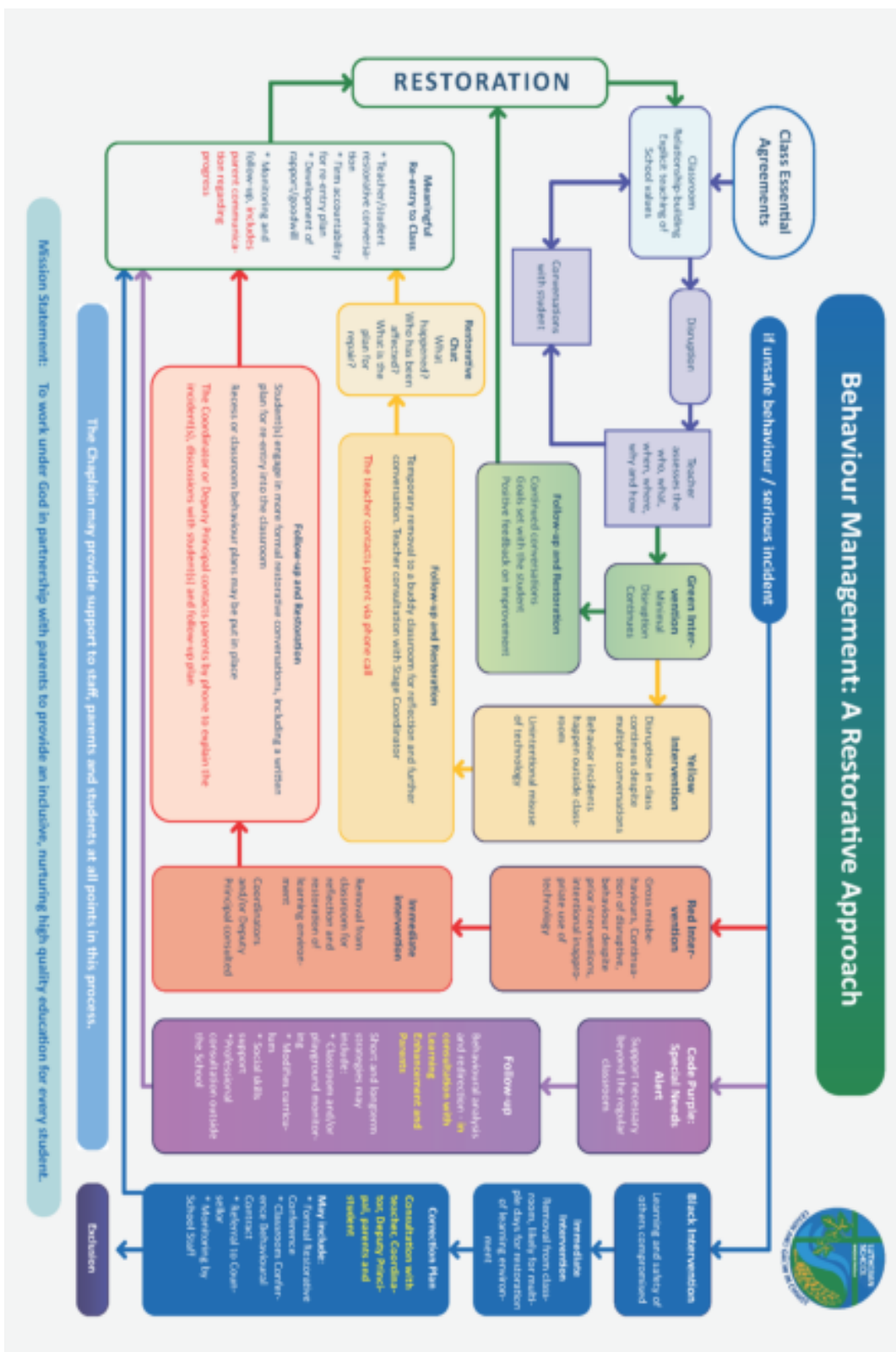
Corporal punishment

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.



COMMUNICATION

METHODS OF COMMUNICATION

Teachers take their partnership with you very seriously. Hence, they communicate regularly about *what* students are doing and *how* they are doing. In turn, we ask that parents communicate with us when things come to mind. You are not bothering them with questions. In fact, teachers prefer that questions get asked early, so that frustrations don't build up over time.

Behavioural concerns and friendship questions or bullying: Bullying doesn't start as bullying. It begins with mean and rude behaviour that is allowed to continue. While teachers predominantly notice and address things when they happen, it is important to know of issues that your child may be sharing with you at home. Please help us address them *before* they become a pattern. This includes issues that arise from online behaviour. We never want families to get to a state of frustration.

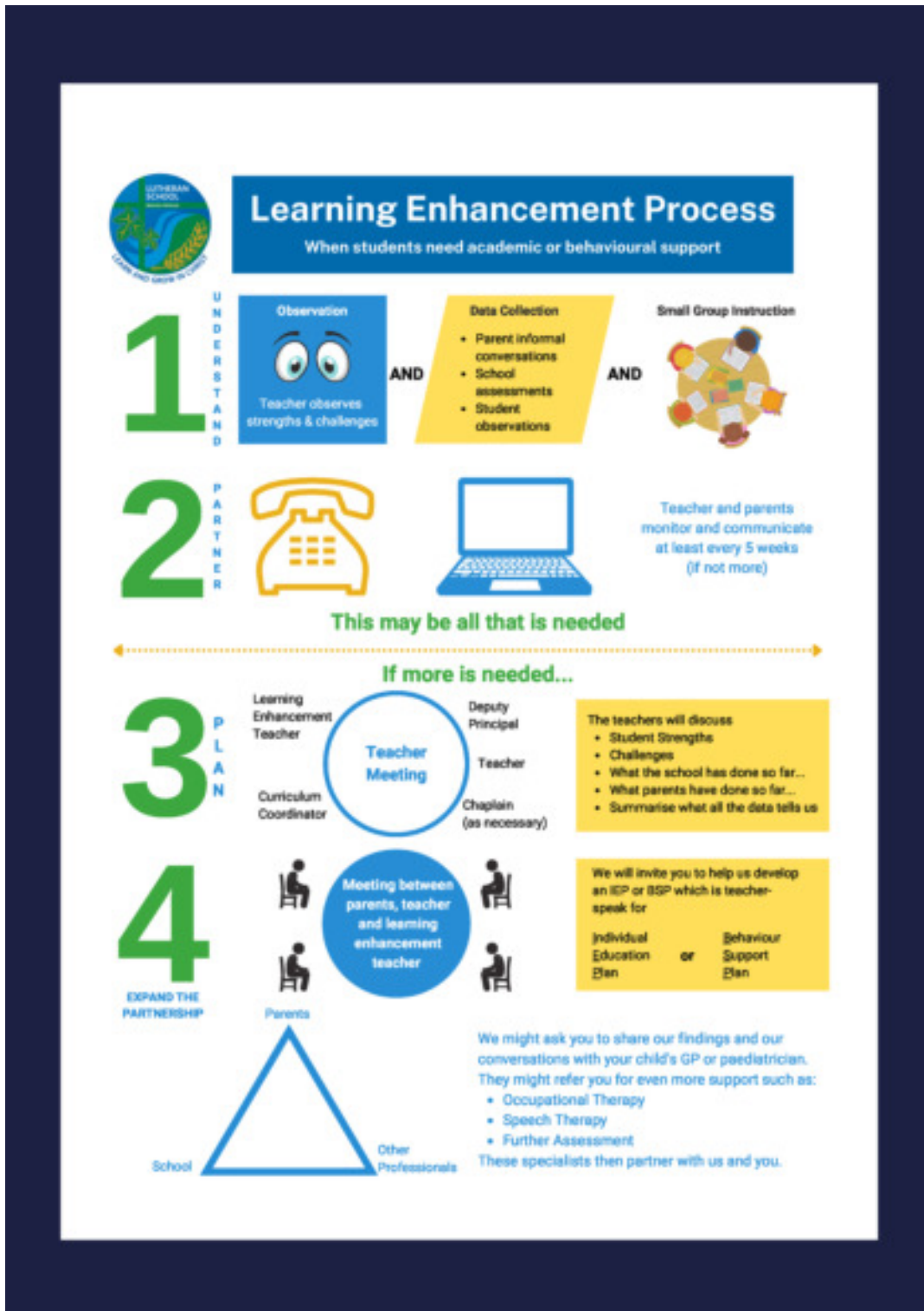
If you come to us with a concern about your child's interactions with another student, the chart below demonstrates how we will follow up.

For reasons related to data privacy, we are often not able to disclose specific details about the conversations with other families, nor do we disclose specific consequences related to other students. We do, however, follow a clear process. See the **Behaviour Management** section of this handbook for a flowchart of general consequences for various levels of antisocial behaviour.



Academic concerns and questions: You may see a mark that seems unusually low or you may wonder how they are doing in their core subjects. Teachers can help you understand what they are seeing in class and how your child's progress compares with the progress they would expect to see at that year level. Again, it is best to address these questions early so that you don't worry about summary reports.

If teachers have concerns about how your child is doing academically, the process below will be followed.



BUDDIES

Buddies

Team 6 / Kinder (Terms 1-4)

The buddy system:

- Develops relationships between younger and older students;
- Provides support for young children;
- Encourages students to develop leadership and provides opportunities for service;

Activities are planned whereby the Team 6 students and Kindergarten students work together. This provides an ideal opportunity for older students to assist younger students with skill development. Look for opportunities for the activities to be related to other classroom Units of Study or initiatives. For example, buddies might work together to give voice to school improvement ideas. They might also work together for larger data collection, science or art projects. The possibilities are endless.

Peer Support

The Peer Support Program will be implemented in a different format in 2022. Watch for further details.

COMMUNICATION

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. 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 - further information will be forthcoming in 2022
2. Create an account – sign up with your email address.

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.

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.

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.

Seesaw

Seesaw is an online learning platform that we use at LSWW to share student learning with parents/caregivers, post digital home learning tasks and, at times, post class information. Students and parents will receive login details to access and post to Seesaw from home. Students will also learn how to independently login and use the basic functions of Seesaw as part of their learning at school. Teachers use Seesaw to communicate directly with parents and carers as well as to update them on school activities.

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 short message via Seesaw
- 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:

- Request a meeting with the teacher via Seesaw. Please provide the times you are available
- 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, absences and fee 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	Learning Innovation 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	Executive Assistant

RAISING QUESTIONS, CONCERNS OR 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 Coordinators' roles is to provide guidance and support to teachers. 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 Deputy Principal to present your concerns. Be specific about what subject you wish to discuss as this will facilitate the process. If the issues are still not resolved, contact the Principal.
3. With the exception of concerns related to Teacher Reportable Conduct, parents should meet with the Principal only after speaking first with the classroom teachers, Coordinators or Deputy Principal. The teachers know the children best and are in the best position to address specific classroom problems or friendship issues. If those means have been exhausted, the Principal will ask you about conversations that you have had with the teachers involved, listen and work with you on a follow-up plan.
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. 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. More information can be found in the Parent Code of Conduct at the back of this handbook.

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.

ENROLMENT FEES (for new enrolments only)

Enrolment application fee

A non-refundable Enrolment Application Fee of \$50 applies when an application is lodged.

Enrolment confirmation fee

An Acceptance Bond of \$400 per child is required to secure each enrolment, with a cap at \$800 per family. This is non-refundable if your child does not commence enrolment at LSWW. It will be refunded to you with a full term's notice before the termination of enrolment or upon graduation from Year 6.

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

TUITION and 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

1. Class tuition, including all materials and stationery items K-6
2. Specialist teachers for timetabled weekly PE, Creative Arts and STEM (Science, Technology, Engineering and Mathematics) lessons K-6
3. Support and enrichment teachers K-6
4. Learning Assistant support K-6
5. Chaplaincy service and pastoral care program
6. Class activities including excursions and transport costs, swimming lessons (K-2), visiting performances or educators, gymnastics program (Years 2, 4 and 6)
7. Access to technology relevant to the delivery of curriculum
8. School activities including interhouse and interschool sport and gala days
9. Annual school year book 'The Gift'
10. Student accident insurance

EXTRA CURRICULAR

- Music – Choir, Recorder Group, Drum Circle
- Representative sport
- Academic competitions (with the exception of ICAS)
- Clubs such as Robotics, Chess, Art and Running

FEES DO NOT COVER

1. Uniforms
2. Overnight excursions and camps (Years 3-6)

ON A USER PAY BASIS, THE FOLLOWING ARE ALSO OFFERED

- Private music lessons
- Speech and Drama lessons
- UNSW International Competitions and Assessments for Schools (ICAS)
- OSHC and Vacation Care
- Other before- or after-school activities

2022 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	975	3,900
2	1,825	7,300
3	2,575	10,300
4	3,200	12,800

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 P&F Levy

The P&F Committee has a voluntary levy of \$20 per family per term, itemised on your fee invoice. The levy assists P&F with its fundraising on behalf of the school and all levy monies go back to the school. Parents who are unable to be involved with the P & F may prefer to support the P & F through this voluntary levy.

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

External providers deliver individual music, speech, drama and other lessons before school and during the day. Information about these optional activities will be provided to families early in the year. 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.

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 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 or Finance Officer.
- When fees are not paid in full by the due date or satisfactory arrangements have not been entered into a reminder 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 the 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.

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 lunch and afternoon tea. 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 the 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 the 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.

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. Inter House 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 via *Flexischools*. Register online at www.flexischools.com.au or visit our website.

Add your child, their school and class to get started.

1. **Top-Up your account** via Visa, Mastercard, PayPal or direct deposit.
2. **Make an order** by selecting from the range of options made available by your school and proceed to make payment for the order listed in your order pad.
3. **Review Orders** by logging back in to your Flexischools account. You can set recurring orders, view transaction history or cancel orders via your Flexischools login.

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 8:30am (cut off) will be provided with a lunch consisting of a cheese or Vegemite sandwich.

INSTRUMENTAL MUSIC/SPEECH AND DRAMA - PRIVATE TUITION

Instrumental Music

Teachers visit the school to offer tuition for students in Years K-6 before school, during the school day and after school.

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) 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)

SAFETY AND WELLBEING

PASTORAL CARE AND STUDENT WELLBEING

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 project-based units of study. 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 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.

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.

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 as “disqualified persons”.

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 provide proof of COVID-19 vaccination, complete an online module entitled Valuing Safe Communities (VSC) and attend an induction session with the Deputy Principal 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 on 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 policy 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.

Sun Safety Statement

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 (e.g. while playing in an inter school soccer game) in which case sunscreen protection will be applied more often.

We will 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 LOCKDOWN 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 a call over the loudspeaker (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.

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), vapes, 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 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

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 by 'living' our school values.
- 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 the following:

- 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 eg. 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; and
- Hosting visitors to the school.

House Captains

At the first house meeting of the year, candidates for Sports and Academic Captains 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 for additional leadership roles. 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.

Major functions of the House 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 and feature student efforts in Monday videos (Sports)
- Work with the Sports Coordinator to set up and run special events such as tabloid games (Sports)
- To provide photos and videos for the Monday video message (Arts).
- To coordinate special event with the Creative Arts teachers and feature student efforts in Monday videos (Arts)
- To assist in house events such as Mastermind/Spellmaster/Chess and inter-house sports competitions.
- To give reports to the school at assemblies.

Other Leadership

Other leadership positions are available through application and interview with the Deputy Principal and Chaplain. These may vary from year to year, but generally include the following:

- *Mission and Worship Leaders* work with the Chaplain to plan and run chapels, inform the community of charities being supported and assist teachers with Service Learning projects throughout the school. They are overseen by the Chaplain.
- *Technology Leaders* are trained to set up and run the audio/visual for chapels, assemblies and other events. They assist teachers to set up and run technology- and robotics-related clubs and activities. They are overseen by the school Technology Staff and the Principal..

Worthy candidates for House Captain and other leadership positions 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

Captains and Leaders who fail to demonstrate the school values in their roles or who are found to be in the red or black zones of the Behaviour Learning charts multiple times, will have their leadership privileges reviewed by the Leadership and Management Committee. The Committee will make a recommendation to the Principal who makes a final decision as to whether or not students maintain their leadership badges.

SUPPORT AND INVOLVEMENT

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 as follows:

Sally Ward (Chair)

salmarker@gmail.com

0418 131 934

Chrissy Richards (Treasurer)

chrissy_richards@hotmail.com

0417 938 102

Lisa Price (Fundraising Coordinator)

littleribbons@live.com.au

0407 432 271

Jane Heller (Vice Chair)

hellerhughes@gmail.com

0429 315 801

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 second 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 invites guest speakers to talk, organise fundraising events and plan social activities for our school community. Come along!

TECHNOLOGY

TECHNOLOGY AS A TOOL FOR LEARNING

Students are explicitly taught to use technology at school for learning purposes only. All the digital components a student needs will be provided by the school as part of the annual school tuition and fees.

STUDENT PHONES AND DIGITAL DEVICES

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

Smart watches are often worn so that parents can monitor the whereabouts of their children. If a child is distracted by a smartwatch or it is used for sending messages, parents will be notified and school processes followed as per the Behaviour Learning flowchart.

All other digital devices such as iPads are not to be brought to school unless approved by the Principal. If a teacher finds a student 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.

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 who are not enrolled in before-school optional activities or OSHC are asked to wait in the covered walkway in front of the canteen (main car park). We begin supervision from 8:10am 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 four 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 taking the private shuttle to Estella meet by the administration area drop-off zone.
- 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 curb. 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 when parked 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 onto 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 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.

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 microfibre surf hat with School log	\$12
	Navy wide brim style with printed school logo.	\$5
	It is COMPULSORY for all students to wear a school hat when outdoors.	
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 the correct uniform must have a note, outlining the reason, from their parents/guardians. Parents will be advised if their child is wearing an 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 allow flexibility on either side of the term break due to the variable weather conditions that we experience. Summer uniform is worn in Terms 1 and 4 and winter uniform in Terms 2 and 3. Parents are able to use their discretion during a changeover period: the last 2 weeks of Term 1, the first two weeks of Term 2, the last two weeks of Term 3 and the first two weeks of Term 4. Please 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 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. Smart watches, if worn, should not distract a student or be used to send messages. In the case of misuse of a Smart watch, parents will be notified and school processes followed as per the Behaviour Learning flowchart.

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

Makeup 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 with 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, 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 with or 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/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 that 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 take 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. Any two P&F Executive Committee members shall have joint signature/authorisation rights on the bank account/s. Those persons having authorisation to sign bank authorisations will be confirmed by motion at the Annual General Meeting. 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.