

endeavour + excellence

community + opportunity

Sans Souci Public School Information Booklet



Sans Souci Public School
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Sans Souci Public School

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With a proud tradition spanning 130 years Sans Souci Public School provides, high quality contemporary education for a diverse, multicultural community.

Established in 1885 Sans Souci Public School today is characterised by strong traditional values in a modern, progressive educational environment. Students are encouraged and supported to strive for excellence in all of their endeavours.

The school's expansive grounds and beautiful gardens in the quiet residential area of Kogarah Bay boast outstanding educational and playground facilities for all students. There is a well-established Out of School Hours (OOSH) Centre also available for vacation care.

The school encourages and fosters positive learning partnerships between home, school and within the broader community. Students of Sans Souci Public School excel in areas of literacy, numeracy, technology, community languages, public speaking and in a wide range of sports and performing arts.

Welcome to our school!

Rob Jennings – Principal Sans Souci Public School



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School Vision Statement

Sans Souci Public School provides an engaging and supportive environment where children are encouraged to become safe, responsible and respectful learners whilst striving for excellence in their academic, cultural, physical and social development. The school focuses on the acquisition of essential skills, challenging and enriching learning programs, fostering respectful relationships between students and teachers and aims to build an effective and supportive learning relationship with parents. The school features extensive performing arts and sport programs which build self-esteem and foster a team ethic.

School Context

- Sans Souci Public School is located close to the Georges River in Sydney's south
- The school community is very supportive and has high expectations
- Programs focus on developing the whole child through academic, sporting & cultural learning opportunities
- The school has 26 regular or multi-grade classes
- Students and staff enjoy a contemporary, engaging and well-resourced learning environment
- Students are encouraged to develop individual potential through extra-curricular programs in band, dance, choir, public speaking and debating
- There is the opportunity to develop leadership skills through the Student Leadership Teams, Student Representative Council and Peer Mentoring Programs.



Curriculum

Our curriculum is based on six key learning areas. These are:

Creative Arts

English

Human Society and its Environment (HSIE includes; geography and history)

Mathematics

Personal Development, Health and Physical Education (PDHPE)

Science and Technology

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important for all students, is incorporated and identified across all learning areas.

Stages of Learning

The NSW Department of Education bases all teaching syllabuses on a model using outcomes in stages. Syllabus outcomes refer to the achievements expected of students by the end of each stage of school.

Early Stage 1	- Kindergarten
Stage 1	- Years 1-2
Stage 2	- Years 3-4
Stage 3	- Years 5-6



School Routine

TIME	ROUTINE
8:45am – 9:15am	Direct supervision by a teacher in the playground. All students must stay in the correct area.
9:15am	Classes commence
11:15am	Eating Time Students eat their lunch.
11:25am–12:05pm	Lunch Break Direct supervision by teachers in the playground or classrooms in (wet weather)
1:50pm – 2:15pm	Fruit Break Direct supervision by teachers in the playground or classrooms in (wet weather). All students must stay within the designated area.
3:15pm	Home Bell

WEEKLY ROUTINES		
Tuesday	K-6 Assembly Scripture Stage 2 & 3 ES1 & Stage 1	9:15 – 9:30am 9:30 – 10:00am 10:15 – 10:45am
Thursday	K – 2 Sport Early Stage 1 Stage 1	9:15 – 10:15am 10:15 – 11:15am
Friday	3-6 sport PSSA sport House sport 3-6 Assembly K-2 Assembly	8:45 – 11:15am 9:15 – 10:30am 12:15 – 1:00pm 1:00 – 1:50pm

Student Support

The Learning Support Team (LST) facilitates and co-ordinates a whole school approach to meeting the academic, social and emotional needs of students.

Support may include:

- **Learning and Support Teacher (LaST)** - provides assistance for students with specific learning requirements.
- **English As A Second Language (ESL)** - assistance for students who have a language background other than English.
- **Reading Recovery (RR)** - a support program for Year 1 students experiencing difficulty in reading. Eligible students are provided with daily individual instruction with a trained tutor.
- **School Counsellor** - provides support for students who are referred by the classroom teacher or parent for academic and/or wellbeing concerns. The school counsellor is available by appointment two days per week.
- **School Learning Support Officers (SLSO)** – under the supervision and direction of teachers, SLSOs are employed to provide support in the classroom and playground for students with additional needs.

Parent/Carer & Community Support

In partnership with the school, parents and community members can make valuable contributions to children's education. Some of the areas are:

- Attending school events such as Parent/Teacher information sessions and Parent/Teacher interviews, Education Week activities, student performances, parent workshops and presentation assemblies
- Supporting your child with home reading
- Assisting with classroom activities when required
- Covering books for the library and classroom reading texts

Parents & Citizens Association

The school has an active P & C Association incorporating the School Canteen, Fundraising Committee and Parent Liaison Program. It aims to:

- foster positive home school partnerships that enhance student learning and wellbeing
- provide additional resources to support school learning programs
- enhance communication between home and school of current school initiatives and educational practices
- encourage parent participation in the Parents & Citizens Association (P & C)
- promote parent and carer volunteers in the school canteen

The P & C meets on the second Tuesday of each month at 7.00 pm in the library (located in 'A' block). All parents and carers are encouraged to become involved in their child's education by joining the P & C Association.

School Programs

Sans Souci Public School has many school programs which children are able to access. Some of these are outlined below.

Greek Community Languages other than English (CLOTE)

Students with a Greek language background participate in the CLOTE program. Greek language classes are divided into beginners and advanced. Greek is taught Kindergarten Yr 6 for two hours a week. An optional language (currently French) is also offered and is taught Year 1-6 for one hour a week. Students from language backgrounds other than Greek may choose either language.

Sport Program

Students in Years K-2 develop fundamental movement skills through a variety of individual and team activities. Students in Years 3-6 participate in a range of physical activities in school and through externally provided programs, as well as Primary Schools Sports Association (PSSA) winter and summer sports.

Home Reading Program which commences in Kindergarten. It is important for parents to support the program so that each child gains the greatest benefit.

Buddy Program that operates between Kindergarten and Stage 3 students. Senior students develop a caring relationship with their younger buddies as they assist them in activities including playground support.

Camp Programs

Year 6 and Band Camp students attend an overnight camp. These camps provide opportunities to develop social and environmental aspects of education through challenging and engaging physical activities. Teachers accompany pupils for the duration of the camps.

Technology is an integral part of our learning environment and teaching programs. The school has an 'Innovative Learning Lounge Area' (ILLA) providing a range of current technologies to support the school's STEAM (Science, Technology, Engineering, Art and Mathematics) program; including robotics, film production, design thinking stations, coding and tablet technologies. (interactive whiteboards in all classrooms, portable laptop labs and dedicated tablet technology for every teaching stage.

Bring your own device (BYOD) is currently implemented in Stage 3. Technology is embedded across all syllabus areas.

Library

Students participate in library activities each week that develop visual literacy, literature appreciation and information skills using technology. Students are encouraged to borrow each week and require a library bag to ensure safe handling of library books.

Public Speaking

Every student is provided with the opportunity to develop public speaking skills and then to compete at class and stage levels. Selected students from Years 1 to 6 participate in the Southern Sydney Public Speaking competition. Students in Stage 2 and 3 are also invited to audition for an opportunity to represent the school in the Multicultural Perspectives Public Speaking Competition.

Wellbeing Programs

Students in all grades participate in a range of wellbeing programs to build resilience and develop skills to develop and maintain respectful relationships.

Bully Buster Program

The Bully Buster Program is now in its sixth year and has become pivotal in encouraging respectful relationships within the playground. Stage 3 students undertake Bully Buster training which includes;

managing minor conflict resolution, umpiring playground games and organisation of activities in the Passive Play Zone (PPZ).

Student Representative Council

The Student Representative Council (SRC) consists of elected students from Year 2 to Year 6. SRC members represent all students in the school and organise ways for students to participate and contribute to their school and wider community.



Extra Curricular Opportunities

Recorder Program

All students in Year 3 participate in recorder lessons as part of weekly Music Groups. From Year 4 students may audition to join the Opera House Recorder group that performs at the Ultimo Schools Instrumental Festival held at the Sydney Opera House.

Concert Band Program

The Sans Souci Public School Band Program consists of a Training Band, Performing Band and a Performing Ensemble. The bands are comprised of woodwind, brass and percussion instruments. Students audition for the Training Band which is made up of Year 4-6 students. After their first year in the band, students will progress to the Performing Band and may also be invited to join the Performing Ensemble. Students are encouraged to own their instrument but the school also has a selection of instruments for hire.

A high level of commitment is required, with many practices held outside class hours. Specialist tutors are employed to tutor each section of the band and all students must pay a fee to participate in band. The band performs for school and community functions and is held in high esteem.

Excursions/Incursions

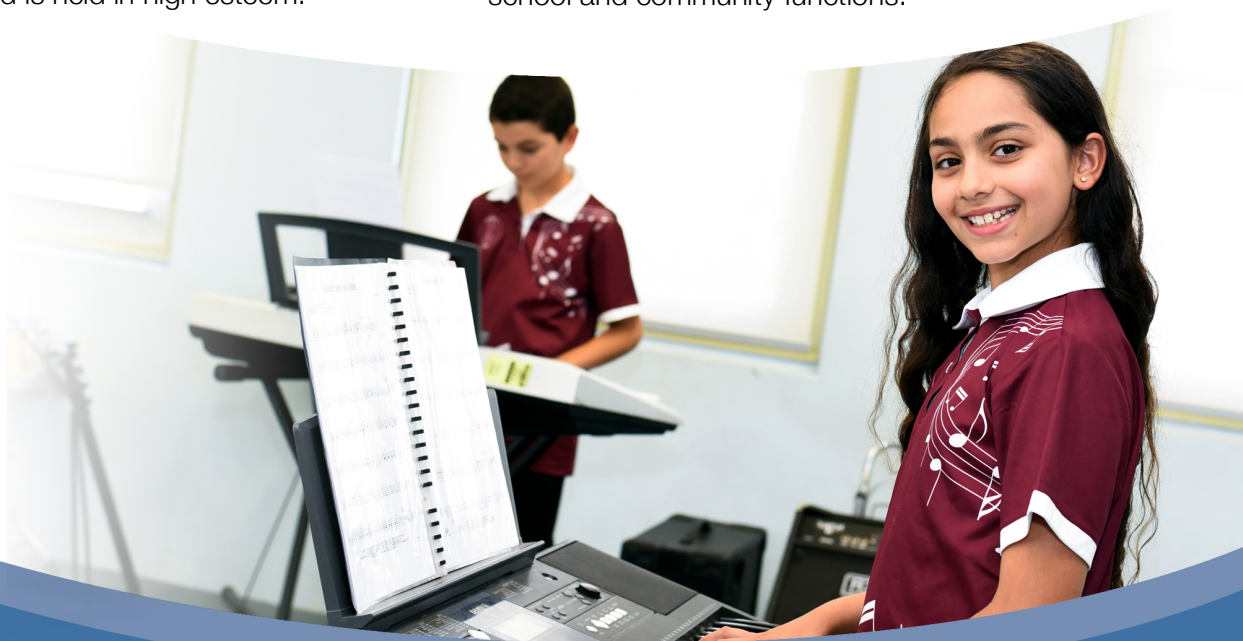
Excursions are organised to complement and support student learning across a range of curriculum areas. Incursions involve students attending performances or educational shows/activities on school grounds and provided by approved educational agencies. For families experiencing financial hardship, arrangements can be made to enable students to participate.

Debating

Stage 3 students are offered the opportunity to be a member of the school's debating team through the presentation and judging of prepared and impromptu speeches in Term 1. Once the debating teams have been finalised they are registered in the Premier's Debating Competition offering students the opportunity to participate in a state wide inter-school debating competition.

Dance

Jazz, Contemporary, Boys Hip Hop, Greek and Beginners classes are offered to students as an extra-curricular activity from Year 2. There is a cost involved for student participation as a specialist dance teacher is employed to teach. Students perform at school and community functions.



Assessment and Reporting

Parents will receive a written report at the end of the first and second semester. In addition, Parent/Teacher interviews are scheduled at the end of Term 1 to enable parents to discuss their child's progress with the class teacher.

Our report format uses the five levels: Outstanding, High, Sound, Basic and Limited as described by the Department of Education and Communities.

Parents are welcome at other times to seek an interview with teachers and/or school executive to discuss any aspect of schooling which might be causing concern. It is essential that an appointment be made as teachers have class commitments throughout the day.

Kindergarten (Best Start)

The Best Start Kindergarten Assessment helps teachers identify the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. This assessment, conducted on a 1:1 student/teacher basis helps to inform the development of quality individualised teaching and learning programs. Best Start assessments are carried out in the first week of Term 1, prior to kindergarten students starting at our school.

National Skills Tests (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3 and 5. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in term 2.

Whole School Award System

To develop self-discipline and a productive learning environment students are rewarded for personal achievement, improvement, good behaviour, self-control, honesty, etc. We use a levelled award scheme where, in any one year, three Merit awards equal one Principal's Award and three Principal's Awards equal a School Medal of Excellence which is presented on Presentation Day. More detail is available in the Student Wellbeing Policy.



Student Wellbeing and Discipline

Our school believes strongly in the value of acknowledging and rewarding positive student behaviour, work habits and achievement.

We consistently encourage all students to strive to uphold our School Values.

School Rules

Students are expected to follow school rules

1.	TREAT OTHERS WITH RESPECT
2.	BE IN THE RIGHT PLACE
3.	HANDS AND FEET TO YOURSELF
4.	LISTEN AND FOLLOW INSTRUCTIONS
5.	RESPECT PROPERTY

Class Rules

Each class will display a set of clear and simple rules.

Students are informed that there are consequences for breaking the rules.

Consequences are explained and understood by all students.

Dojos are used to reinforce acceptable behaviour and modify unacceptable behaviour.

Students are rewarded for achievement and progress.

Anti-Bullying Policy

In line with the Department of Education and Community's policies and procedures on Student Welfare and in consultation with the school community, the Sans Souci Public School's Anti-Bullying Policy was first published in 2010.

The plan outlines in detail how our school will deal with bullying behaviour. It includes operational guidelines that contain specific strategies for identifying, reporting and managing bullying behaviours and has a focus on encouraging respectful relationships.

An important aspect of the policy refers to how all teachers teach explicit anti-bullying lessons at the start of every year.

The Sans Souci Public School Anti-Bullying Policy plays a key role in our planning for student wellbeing and effective learning. It complements our Student Wellbeing Policy.

Sans Souci Public School Core Values

Our school community has developed a statement of core values that play an integral role in the structure and function of the Sans Souci Public School Student Well-being and Discipline Policy. These core values underpin the interactions between members of our broader school community, aiming to guide our students in the development of positive and acceptable behaviours and attitudes.

Responsibility

ENCOURAGING students to be accountable for their behaviour and learning

EMPOWERING students as they develop a link between their own actions and the consequences

Participation

PARTICIPATING fully in all school activities

Honesty

BEING CONSISTENTLY HONEST and trustworthy in actions and words

Tolerance

ACCEPTING and understanding our cultural diversity

Fairness

TREATING OTHERS FAIRLY, honestly and without prejudice

Caring

CONCERN for the well-being of self and others

Excellence

ENCOURAGING individuals to strive for personal excellence and acknowledging achievement

Cooperation

WORKING TOGETHER to achieve common goals, support others and using peaceful conflict resolution

Respect

HAVING RESPECT for yourself, others and the school environment



Managing Positive Behaviour for Learning

Classroom Behaviour Management Procedures

A fair and consistent approach to classroom behaviour management optimises and supports student learning. Teachers use a consistent three warning system that allows students time to rectify inappropriate behaviour. Persistent inappropriate behaviour results in a classroom time out and, if needed, time out with a supervisor. If a student is sent to a supervisor's classroom, parents will be informed of the situation via a behaviour letter sent home and the incident will be recorded in a school database. This letter will be signed by the stage supervisor and needs to be signed by a parent and returned the next school day. A second letter within the same school term will require parents to attend a meeting with the class teacher and stage supervisor. The following flowchart outlines the school's classroom management procedures.

Display Core Values and Class Rules

Jointly constructed class rules and school-wide visual warning system clearly displayed in all classrooms and learning spaces

Inappropriate Behaviour

Extreme behaviour (eg. violence) - staff will notify the Principal, as suspension policy may be utilised

First Warning Given

Name on board or behaviour chart

Repeat of Inappropriate Behaviour

Up to two more formal warnings recorded on board or behaviour chart

Classroom Time Out

- Each room has a specific time out location with agreed time out duration and expectations clearly displayed
- Student rejoins group after successfully completing time out

Breach of Time Out Procedures

- Send to Stage Supervisor/Buddy Class for time out
- Recorded on school database by supervisor
- Duration can be up to the end of a learning session
- If sent to buddy class, teacher to inform Stage Supervisor

Complete Behaviour Letter to Send Home

- Record of letter sent home on school database
- Letter sent home signed by Stage Supervisor
- A second letter during the same term will request a parent interview to discuss strategies to encourage positive behaviour for learning.

Persistent Student Misbehaviour - Executive Procedures

If a student continues to display inappropriate behaviour after the second behaviour letter and subsequent meeting involving parents, student, teacher and Executive staff member; another letter will be sent home requesting a meeting with the Deputy Principal and/or Principal. At this meeting, a formal caution (warning of suspension) may be issued via a letter.

The flow chart below outlines Executive procedures for persistent or serious student misbehaviour.

Two behaviour letters home in a term or serious misbehaviour

Inform appropriate Executive staff member/Stage supervisor

Letter sent to parents informing of the serious or persistent misbehavior and requesting an interview with Assistant Principal or Deputy Principal

The third letter sent to parents in a term results in a follow-up meeting and a Formal Caution (Suspension Warning letter) from Principal

Any subsequent inappropriate behaviour will result in student being referred to the Principal

School Procedures

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/attendance/attend_parents.pdf

Late arrival or early departure

All children arriving after 9.20am are to report to the school office, they will be given a late note to take to the class teacher. Children arriving after 9.30am must be accompanied by an adult or have a note of explanation.

If a parent requires a child to leave school early, parents are to sign their child/children out at the office before collecting them from the classroom. Children are only permitted to leave school early in the presence of a parent or nominated carer. If someone else is collecting a child from school a note must be taken to the office and shown to the class teacher.

Visitors & Classroom Helpers

Visitors are to sign in and out at the school office. A sticker will be issued for them to wear whilst on the school premises. This needs to be followed to enhance school security and assist with evacuation procedures in case of an emergency.

Children Sick at School

For safety's sake, if your child seems unwell you should always keep them home from school and seek medical advice. Children should not come to school if they are sick to avoid infecting other students. The school has a first aid/sick bay. Children attend the sick bay if injured or ill at school.

If minor, children will be treated by the first aid officer and the illness or injury recorded. However, parents (or emergency contacts) will be contacted if the sick or injured child requires further attention.

All staff members have a responsibility in accordance with their duty of care to administer first aid immediately as required, commensurate with their level of training and experience. For example, contacting an ambulance immediately where required, facilitating or administering asthma medications if a person is having difficulty breathing or showing symptoms of asthma. This includes immediately contacting emergency services if considered necessary.

Medication

Parents of children who require their child to administered prescribed medication at school must complete a written request. Information is also available on the department's website.

No medication will be given without written instructions and children are not allowed to keep any medication in their school bag.

Emergency Details

It is the parent and carer responsibility to ensure that the school office has up to date contact details for their child(ren). This is essential if the school needs to contact parents/carers in the event of child illness or injury. The school should be informed immediately of any changes to telephone numbers and/or residential address. Should an emergency arise every effort will be made to contact parents but the school reserves the right to obtain medical treatment if it is considered necessary.

Health Care Plans for Medical Conditions

It is essential you inform the school before your child is enrolled if her or she has any medical conditions. This must include any known allergies. You should also contact the school as soon as you are aware of any newly diagnosed allergies, other medical conditions or changes to an existing condition. If your child has been prescribed with an adrenalin auto injector you will need to provide the school with an action plan issued by a doctor.

School Student Transport Scheme

The School Opal card gives eligible school students free or subsidised travel on public transport between home and school on trains and buses. To apply for a School Opal card, you will need to live a minimum distance from your school to be eligible: Years K-2 - No minimum distance. Years 3-6 - 1.6km straight line distance or 2.3km walking or further. Please contact the school office or the Department of Transport for information. (www.transport.nsw.gov)

Canteen

The canteen operates five days each week. Debbie Bauer and Christine Atkinson run the canteen. Parent volunteers also assist in the canteen. The Parents & Citizens Association (P & C) sets the guidelines and policy for the running of the canteen. A variety of healthy food is available. The canteen managers' would be pleased to hear from any parents/ grandparents who are able to work in the canteen permanently and/or on an emergency roster.

Parent Concerns

Parents are encouraged to contact the school to address concerns they might have about any aspect of their child's learning or wellbeing. The correct procedure for this is to contact the school office and arrange a meeting time with the appropriate staff member.

Health and Community Services

Children entering school should be immunised against childhood diseases - please see your local doctor for information.

School Payments

There are two options for making payments for school activities. Parents are encouraged to use the Parent Online Payments (POP) facility available on the school's website to make payments for school related activities. The other option is for cash or cheque payments for school related activities to be placed in a clearly marked envelope and deposited in the secure payment chute in the office foyer.

Out of School Hours - Child Care (OOSH)

Sans Souci O.O.S.H. is a community based, not for profit child care centre based within the grounds of Sans Souci Public School. The centre is run by a parent management committee and staffed by trained child care workers. The centre is open 50 weeks of the year operating before school, after school and in vacation periods. Hours of operation are from 7.00 till 9.00 in the morning and from 3.00 till 6.30 in the afternoon. Vacation care hours are 7.30am to 6.00pm. The contact number is 9529 8664.

Parking

Parents and carers must not enter the school car park between 8.00am and 4.00pm. A disabled parking spot is provided in Endeavour St. The school recommends that all parents responsibly observe parking and traffic regulations around the school for the safety of all students and members of the community.

Student Assistance Scheme

The school receives a government grant to provide assistance to needy students. Applications from parents for assistance in meeting costs of uniforms, textbooks and excursions should be made directly to the Principal.

Special Religious Education (SRE & SEE)

Special Religious Education and Special Education Ethics classes are offered for 30 minutes per week to all students. These are taught by representatives of religious groups or Primary Ethics volunteers who have been approved by the Department of Education.

Additional School Levies & Voluntary Contribution

There are some costs associated with going to school that you may find it helpful to plan and budget for such as:

- school books and equipment
- technology levy
- paper and printing levy
- additional school programs
- administration levy

At the beginning of the year parents will receive an invoice that will outline these costs which will vary from grade to grade. At the start of each year we may ask for a voluntary school contribution to enhance our educational and sporting programs. We try to keep any additional costs to a minimum and may be able to assist families who are having financial difficulty paying schooling costs.



School Uniform

Boys

Summer	Winter	Sport
<p>Grey shorts Blue shirt Grey socks with maroon and gold band Black shoes Maroon school hat.</p>	<p>Grey trousers Blue long sleeved shirt Maroon “V” neck sweatshirt or a maroon tracksuit jacket Black shoes and grey socks with maroon and gold band.</p>	<p>Maroon shorts . Gold polo shirt with school emblem, (available from the school canteen) Maroon tracksuit. Joggers and white socks. Tracksuits are to be worn on sports day only.</p>

Girls

Summer	Winter	Sport
<p>Maroon/Blue uniform with maroon trim White socks Black shoes Maroon school hat.</p>	<p>Maroon/Blue tartan tunic White long sleeve blouse Black stockings or white socks. Black shoes Or Grey unisex long trousers – long sleeved white shirt Maroon “V” neck sweatshirt or maroon tracksuit jacket with school logo.</p>	<p>Maroon shorts or netball skirt Gold Polo shirt with School emblem). Black or maroon sports briefs Maroon track suit Joggers and white socks. Tracksuit is to be worn on sports day only.</p>

- The P&C sells school hats and bags each day in the Canteen from 8:45 -9:15am
- School uniforms can be purchased from Lowes and Claudines.
- All school clothing should be clearly labelled with your child's name and class.
- Summer Uniform: Terms 1 and 4 Winter Uniform: Terms 2 and 3
- All hair ribbons and headbands are to be maroon in colour.



Rock Art Rescue

The images depicted in this mural were inspired by the recordings of rock engravings which at one time were located between Sans Souci and Sydney Harbour. These recordings were made by W.D. Campbell between 1891 and 1899.

To the traditional owners who made these engravings we pay our respect. The original engravings were made into the sandstone and long gone, but the natural weathering or by collaborative work of the students of Sans Souci Public School under the direction of Rick





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