



# THE VINE

5 January 2018 Term 1 Week 2

## *From the Principal*

We have enjoyed a wonderful start to the new school year. It has been so encouraging to see our students' happy faces beaming as they enjoy each new day of learning. Our teaching staff have been enthusiastic and this no doubt has positively impacted student motivation. Positive feedback has already been received from parents who have commented on their child's smooth transition into 2018.

Schools are essentially relational communities. Staff not only share relationship with their students, but with parents as well as extended families. This relational emphasis is consistent with a biblical view of life, as God whose image we bear is relational. We share His relational nature and were created to enjoy union, with Him and each other. This is clearly evident through the life, ministry and restorative work of Jesus.

Our focus this year is to enhance our partnership with parents through nurturing relationships with families of the school. In talking with parents, I have received feedback that communication with home could be improved upon. While this challenge is common to most schools, we are committed to do better in this area. Therefore, enhancing communication will be the focus of Term 1.

The first formal opportunity for teachers to meet with parents will be at the **Parent Information Evening** to be held on **Wednesday February 21**. The evening will begin at 6:30pm and should conclude by 7:45pm. The evening will commence with a brief Principal's address, followed by time with your child's Mandarin and English teachers. I would request parents arrange child minding so that due focus can be given. I would encourage parents to also make the most of less formal opportunities throughout the year.

Other opportunities throughout the year include:

- **Pick up time each afternoon (3:30pm):** Teachers will be available for 15 minutes at the end of the school day for quick matters parents may like to raise. For more complex issues parents should book an interview with the teacher to ensure there is adequate time to discuss matters.
- **Student diaries:** Students have been issued with a school diary and this will provide the most effective channel of communication with home. Parents are asked to please check their child's diary daily.
- **Principal's open-door policy:** I have an open-door policy and am more than happy to speak with parents should issues or concerns arise. I can be found out and about around the School, or in the newly established office adjacent to reception.
- **The Vine Newsletter:** The Vine will continue to be published fortnightly and will keep parents informed of significant events in the school. This year The Vine will include new features such as *In the Classroom* which will showcase the wonderful work of students, as well as *Community Member of the Fortnight* where students, parents or teachers who have made a significant contribution to the school will feature.
- **Formal Parent/Teacher interviews** in late Term One and early Term 3.
- **Phone or email communication:** Staff can be contacted by phone (8440 8450) or email. Parents can expect a response from the relevant staff member within 48 hours of their call/email. Email communication can prove time consuming. In our next edition of The Vine guidelines the School will publish guidelines to streamline and maximise the effectiveness of email communication. This way the effectiveness of online communication will be maximised. Teachers can be emailed at the following addresses: [peter.jamieson@intcs.nsw.edu.au](mailto:peter.jamieson@intcs.nsw.edu.au); [tina.nguyen@intcs.nsw.edu.au](mailto:tina.nguyen@intcs.nsw.edu.au); [vicki.su@intcs.nsw.edu.au](mailto:vicki.su@intcs.nsw.edu.au); [geraldine.llewelyn@intcs.nsw.edu.au](mailto:geraldine.llewelyn@intcs.nsw.edu.au); [stella.liu@intcs.nsw.edu.au](mailto:stella.liu@intcs.nsw.edu.au); [jo.fitzpatrick@intcs.nsw.edu.au](mailto:jo.fitzpatrick@intcs.nsw.edu.au). All enrolment and fees enquiries should be direct to Mr Anthony Tse on [registrar@intcs.nsw.edu.au](mailto:registrar@intcs.nsw.edu.au). General enquiries should be directed to reception on [admin@intcs.nsw.edu.au](mailto:admin@intcs.nsw.edu.au).



**Peter Jamieson**  
**Principal (Acting)**

## Regular Routines

The following regular routines will continue this year.

- *Chapel/Assembly* will be conducted weekly. This year the timeslot has been shifted to Monday afternoon, following lunch.
- *Caught you being good* tokens will be handed to students throughout the week rewarding them for positive attitude and behaviour in the classroom, playground or any school activity. Student tokens will be collected and four students will be randomly drawn for the weekly prize.
- *Merit Certificates* will be presented in the Chapel/Assembly time to students for excellent attitude, application or performance in class.
- *No waste Wednesday* will continue where students will be encouraged to bring their crunch & sip/recess/lunch in food containers that create no waste.
- *Banking*: Banking will continue on Mondays each week.

## The Curriculum

As parents are no doubt aware in complying with the Board of Studies the School meets the mandatory requirements in the delivery of teaching across the Key Learning Areas of English, Mathematics, Science & Technology, HSIE (History & Geography), Creative Arts and PD/Health/PE.

This year the whole school moves to an immersion model of bilingual education with 50% of the curriculum delivered in Mandarin. While students will spend a significant proportion of time learning in formal language lessons, other areas of the curriculum will be delivered in Mandarin. These will include some areas of Mathematics, Personal Development/Health and HSIE.

Other areas specific to our school context will also be taught. One such example is Christian Studies (formerly Scripture) which will be taught by classroom teachers. Library will be taught by Mrs Fitzpatrick.

## Early Finish Time for Kindergarten

The transition to formal schooling can prove challenging for some Kindergarten students and often sees our youngest students very tired at the end of the day. As such for the first two weeks the school day will finish for Kindergarten at 3:00pm. Parents are encouraged to pick their child up at this time to allow ample opportunity to discuss the school day and rest. If parents are unable to collect their child at 3pm, supervision by the classroom teacher will continue until our normal finishing time of 3:30pm. Kindergarten will move to standard school hours the week commencing Monday 12<sup>th</sup> February.

### The School day

Break times during the school day have been slightly adjusted, with lunch shortened to 40 minutes. The shortened lunch break will address some the playground issues experienced late last year, as well as provide extra class time to ensure all curriculum requirements are adequately met, given the additional time as a school we spend on Mandarin.

The new school day is as follows

9:15-11:30am	Morning session
11:30-11:50am	Recess
11:50-1:20pm	Middle session
1:20-2:00pm	Lunch
2:00-3:30pm	Afternoon session



*Above: Year 1/2 have continued on from where they left off last year and have been enjoying their lessons with Miss Nguyen and Miss Su. They have particularly enjoyed their art lessons where they have been producing covers for their class books. Their photo features their 'Crazy Chook' artwork that will feature on the covers of their Maths books.*

*Below: Year 3 have also been hard at work. In English they have been enjoying the shift from class readers to children's novels. They have shown great self-discipline in class, which is obvious from the photo taken during their Maths lesson.*



## Supervision

A reminder that supervision of students commences at 9am, 15 minutes before the start of the school day. At the end of the school day (3:30pm) it is anticipated that parents will supervise their own children should they wish to socialise after school. For parents who need to drop their child at school earlier than 9am, or pick up later than 3:30pm before/after school care is available onsite at a cost through external providers. Please contact Primary OSHCare for more details regarding before/after school care.

## Playground

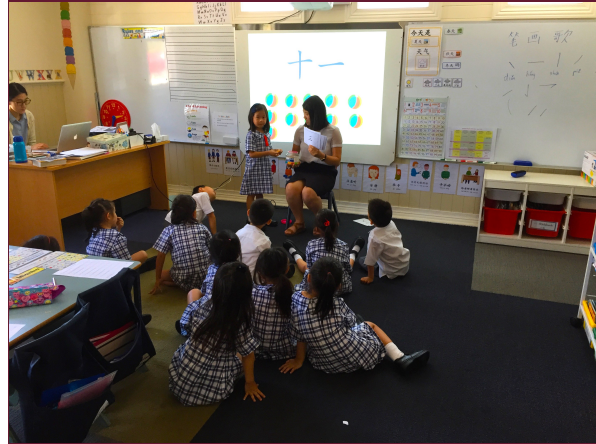
As ICS has grown over the past three years, playground space for students to run off steam during break time has been limited. This has contributed to a little tension between some students, and a few accidents particularly as the older students play soccer. Following discussion and consideration a Playground Management Plan has been produced as an interim measure to manage playground interactions until a new site is found with greater space to run and play. The playground management plan also includes an extract from the School's Welfare Policy, *Procedures for Dealing with Inappropriate &/or Anti-social &/or Bullying Playground Behaviour*. These procedures will protect and strengthen positive relations between students. Please note that this document covers all situations that may be faced in a school, and it is envisaged that the more extreme disciplinary measures of Step 5 & 6 would be unlikely to be required in our small school setting.

## Nut and Egg Allergies

A number of students suffer from food allergies related to nuts and egg. Food allergies present challenges in all school settings as even accidental contact can be life threatening. As such ICS, as with most schools, is a nut and egg aware school. As such students are not to bring to school food/drink items that contain nuts or eggs (even if there may only be trace elements). For the safety of students of the school, we ask that all families to comply with this expectation.

## School Prayer Group

Parents are invited to join in prayer alongside other parents every Wednesday at 9:15 am. It is a fantastic opportunity to give to God, the needs of the school, the teachers and the students. It is held in the school staffroom. Please contact Mimi Lu for more details.



*It is amazing how quickly Kindergarten students have settled into routine. This can be clearly seen in photos taken during their morning Mandarin session and a Maths lesson where they were learning*







# PLAYGROUND MANAGEMENT PLAN

Due to the nature of the site at St Paul's Anglican Church, Chatswood, playground area is restricted. The play area comprises of approx. 100sqm of artificial turf laid over hard surface. If relational issues exist between students it is difficult for the parties to separate allowing the issue to subside as all students are in constant close proximity to each other. Further, older students are engaging in more active games at lunchtime (eg. soccer) and other students may inadvertently be injured due to the more active play.

Children make use of this playground area before school, recess, lunch and after school. The school provides playground supervision before school, as well as during recess and lunch. After school, children who use the playground are usually under their parents' supervision.

## Goals

This playground management plan seeks to provide;

- an environment that will foster positive peer relations.
- a safe environment in which students can play during break-times.
- active and passive play options for students.

## Strategies

The school should be proactive in managing playground concerns. The following strategies are to be employed to foster a positive playground environment:

- Teachers should know their students well, and communicate potential relational issues that may occur in the playground. Teachers should be aware of interpersonal problems that arise within the classroom. These should be communicated to other staff, informally as well as through the formal welfare segment in the weekly staff meeting.
- Staff are to be active in their supervision of the playground. They are to move between groups of students observing student interactions. Positive social behaviours are to be positively reinforced. Brewing issues diffused through redirection of attention, overt correction and other appropriate strategies. Students are to be disciplined for inappropriate behaviour. (refer attached *Procedures for Dealing with Inappropriate &/or Anti-social &/or Bullying Behaviour*).
- Passive play and no ball games before or after school.
- Lunchtime will be shortened from 60 to 40 minutes.
- Higher intensity ball games (eg. soccer) will be restricted to three lunchtimes a week and only in the second half of lunch. Students not involved will participate in more passive play activities in a separate area.
- Provide more passive play options for students (eg. chess, board games).
- Twice a term a lunchtime excursion to a local park/oval will be organised that will provide students with an extended play opportunity with plenty of space to run around.
- Parents will be reminded on a regular basis, through the newsletter, of their responsibility for supervising their own child/ren after school.

Related Documentation: *Welfare Policy (incorporating discipline), Dealing with Bullying and Harassment Policy.*

**Peter Jamieson**  
**Principal (Acting)**  
**18/01/2018**

## PROCEDURES FOR DEALING WITH INAPPROPRIATE &/or ANTI-SOCIAL &/or BULLYING PLAYGROUND BEHAVIOUR *(from Welfare Policy)*

### Step 1 *(less serious issues)*

- Dealt with on the spot by attending staff member.
- The teacher on duty is to deal with unhelpful behaviour and apply appropriate, immediate consequences.
- If necessary this incident will be referred to Step 2.



### Step 2 *(pattern of repeat offences and/or more serious issues)*

- Dealt with on the spot by attending staff member.
- The teacher on duty is to deal with unhelpful behaviour and apply appropriate, immediate consequences.
- The student should be required to remain with the duty teacher.
- The incident is then referred to the relevant classroom teacher, and entered on the school discipline database.
- Parents informed via email or phone or in person.
- If necessary this incident will be referred to Step 3.



### Step 3

- Student interviewed by Principal where the issue is discussed and entered on the school discipline database.
- If related to bullying an apology to the victim is sought and the bully is made aware that the bullying must stop.
- If related to break times student may be removed from the playground.
- Parents informed by phone or in person, and in the case of bullying the parents of both parties.
- If necessary this incident will be referred to Step 4.



### Step 4

- Parents are requested to come to the School for interview.
- Consequences determined as appropriate.
- Student placed on 'Blue Card' to monitor behaviour.
- Counselling may be recommended if appropriate.
- Report entered on the school discipline database.
- If necessary this bullying incident will be referred to Step 5.



### Step 5

- If a student reaches this stage, the Principal will interpret this to mean that the student has chosen through his/her actions to exclude him/herself from the School. Suspension may result. This may be an in-school suspension or full suspension. The School reserves the right to assess each situation on its merits. Degrees of inappropriate and/or bullying will be taken into account. Severe incidents will be dealt with in the most appropriate way.
- Counseling is strongly recommended.
- Report recorded in student management system.
- If necessary this bullying incident will be referred to Step 6.



### Step 6

- If a student reaches this stage, the Principal will interpret this to mean that the student has chosen through his/her actions to exclude him/herself from the School. This will result in a full suspension or expulsion in extreme circumstances. If student returns to the School, parents and student must meet with Principal prior to re-entering class. Student may be placed on a conditional enrolment.

These 'Steps' need not be followed sequentially. For instance, serious matters may be escalated through the process, bypassing lower level steps as deemed appropriate. Alternatively, a child who may have been dealt with at a higher level, may receive lower level discipline for minor infractions. While personal situations of students will be taken into account, consequences will still flow from inappropriate behaviour. Consequences may flow from 'accidental' behaviour in an attempt to foster within students an awareness for others and their surroundings.

The School reserves the right to assess each situation on its merits. Degrees of inappropriate and/or anti-social and/or bullying will be taken into account. Incidents of severe bullying will be dealt with in the most appropriate way. Information concerning incidents will be kept by the relevant classroom teacher.