

# **INFORMATION BOOKLET 2016**

## **WILLOUGHBY PUBLIC SCHOOL**



Front cover by Lauren Cheng 5M 2015

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# WELCOME TO WILLOUGHBY PUBLIC SCHOOL



Your child will receive a warm welcome at Willoughby Public School. The school, established in 1863, has an outstanding reputation in the local and wider community.

Willoughby Public School provides quality education for children in a caring, supportive environment. Our students take pride in their excellent achievements in all academic areas, the arts and sport. These programs are supported by dedicated, enthusiastic staff who welcome parents/carers as partners in the education of their children.

## SCHOOL CONTACT DETAILS

PHONE: 9958 1355

FAX: 9967 2381

EMAIL: [willoughby-p.school@det.nsw.edu.au](mailto:willoughby-p.school@det.nsw.edu.au)

WEB: [www.willoughby-p.schools.nsw.edu.au](http://www.willoughby-p.schools.nsw.edu.au)

NEWSLETTER: [willoughby-p.admin@det.nsw.edu.au](mailto:willoughby-p.admin@det.nsw.edu.au)

Newsletter contributions need to be sent by Monday afternoon for inclusion.

P&C Website: [www.wpspandc.com](http://www.wpspandc.com)

## SCHOOL HOURS

9.00am - 2.30pm	Kindergarten	Term 1 - Weeks 1 to 4 only
9.00am - 3.00pm	Years 1 to 6 Kindergarten	Term 1 to Term 4 Term 1 - Week 5 onwards to Term 4
11.00am - 11.25am	Recess	
1.10pm - 2.00pm	Lunch	

Students should not arrive in the playground before 8.35am or remain in the grounds after 3.00pm as teacher supervision cannot be provided outside normal school hours.

# SCHOOL DATES AND HOLIDAYS 2016

School resumes for all students in Year 1 to Year 6

**Thursday 28 January 2016**

New students Year 1 to Year 6 will be enrolled by appointment

**Thursday 28 January 2016**

Kindergarten students will be enrolled by appointment on

**Tuesday 2 February 2016**

## TERM DATES

**TERM 1** Wednesday 27 January **School Development Day (no students)**  
**Students commence Thursday 28 January** to Friday 8 April  
Autumn holiday starts Saturday 9 April to Monday 25 April 2016.

**TERM 2** Tuesday 26 April **School Development Day (no students)**  
**Students commence Wednesday 27 April** to Friday 1 July  
Winter holiday starts Saturday 2 July to Sunday 17 July 2016.

**TERM 3** Monday 18 July **School Development Day (no students)**  
**Students commence Tuesday 19 July** to Friday 23 September  
Spring holiday starts Saturday 24 September to Sunday 9 October 2016.

**TERM 4** **Monday 10 October Students and Staff commence Term 4 together**  
**Students finish Friday 18 December 2016**  
Monday 19 December and Tuesday 20 December 2016, School Development Days (no students)  
Summer holiday starts Saturday 19 December 2016 to Thursday 26 January 2017.

The school has five school development days per year and we ask parents/carers to make alternative arrangements for their children. These days are invaluable for whole school planning and they usually occur on the first day of Terms 1, 2 and 3 and on the last two days in Term 4.



# WILLOUGHBY PUBLIC SCHOOL

## *Positive Behaviour Engaging Learners (PBEL) program*

Our school is a PBEL school and we hold the following expectations across all areas of the school.

### **SCHOOL EXPECTATIONS and CORE VALUES**

- **Show respect**
- **Be responsible**
- **Do your best – The Willoughby Way**



In understanding what these expectations are, how they apply to all areas of the school, and the clear consequences of not following these expectations, students gradually learn to regulate their own behaviours.

In order to reinforce positive behaviours, students are rewarded regularly and acknowledged through the school merit systems.

Our reward system reinforces positive behaviour from students with mini-merits, certificates and badges for displaying the three expectations.

Students who display inappropriate behaviour are given time to discuss this behaviour and reflect on their behaviour.

*Ask yourself:*

**STOP**

Is it fair?  
Is it safe?  
Is it sensible?  
**THINK**

**DO**

## **AWARD SYSTEM**

The award system at Willoughby Public School is designed to positively reinforce good behaviour – students showing respect, being responsible and doing their best. Class teachers give awards to their students for academic and social recognition.

Certificates are presented. Stickers, stamps and house points are also used as incentives.



## **WILLOUGHBY SCHOOL SONG**

Through the years with pride unbounded  
May we always serve our school.  
May our love of work and learning  
Rise our way of life to rule.  
May our noble thoughts and actions  
Ever bring unrivalled fame.  
Willoughby Primary, we salute you  
Honoured be your glorious name.

When our days of school are over  
Onwards, upwards, let us strive.  
Loyalty and truth and wisdom  
In our lives will grow and thrive.  
In the class and on the sports field  
Let us always play the game.  
Willoughby Primary, Alma Mater,  
Honoured be your glorious name.

## **SCHOOL VISION**

At Willoughby Public School, we believe in '*Educating for Excellence*' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21<sup>st</sup> century changes.

## **SCHOOL STRATEGIC DIRECTIONS 2015 – 2017**

### **STRATEGIC DIRECTION 1**

Learning and engagement - To promote diverse personalised learning for each student in a way which is purposeful and engaging. Students communicate, collaborate and take responsibility for their own learning in order to become successful, confident and resilient.

### **STRATEGIC DIRECTION 2**

Building and developing capacity -To ensure high quality teaching and learning practices are consistently implemented across the school by teachers and support staff through ongoing professional development, teacher accreditation processes and the embedding of 21<sup>st</sup> century skills across the curriculum.

### **STRATEGIC DIRECTION 3**

Connectedness with community - To foster a supportive learning environment, working collaboratively to form strong partnerships and strengthen relationships with our school communities.

## **CURRICULUM**

Our teaching programs are divided into six **Key Learning Areas** (KLAs)

### **English**

- Reading & viewing – literary & factual
- Writing & representing - spelling, grammar, punctuation & handwriting
- Speaking & Listening
- Library & Information Skills

### **Mathematics**

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability
- Working Mathematically - communicating, problem solving & reasoning

### **Science and Technology**

- Physical World
- Built Environments
- Information
- Material World
- Living World
- Earth & Space
- Products

**History – in 2016 our new History syllabus is being implemented for the first time.**

### **Creative and Performing Arts**

- Visual Arts
- Music
- Dance
- Drama

### **Personal Development, Health and Physical Education**

- Active Lifestyles
- Dance
- Games & Sport
- Growth & Development
- Gymnastics
- Interpersonal Relationships
- Personal Health Choices
- Safe Living

### **Across all Key Learning Areas we incorporate**

- Aboriginal Perspectives
- Information Communication Technologies
- Gifted & Talented Programs
- Multicultural Perspectives
- Gender Equity
- Environmental Studies
- Values Education



## **CURRICULUM RELATED ACTIVITIES**

### **Academic Competitions**



To challenge students academically students are encouraged to participate in competitions such as the Australian Maths Olympiad for Schools and ICAS International Competitions & Assessments for Schools. These include; Science, Mathematics, Digital Technology, Writing, English and Spelling.

Students are also encouraged to enter competitions in poetry, writing, reading, spelling and various other areas. Many students participate in the Premier's Reading, Debating and Spelling Challenges.

### **Assessment and Reporting**

Parent/carer information evenings are held early in the year to inform parents/carers about the class program for the year. Parent/carer and teacher interviews are held at the end of Term 1.

Kindergarten Best Start reports are sent home in Term 1. K-6 Progress Reports are sent home during Term 2 and again at the end of the year.

Teachers are available for individual interviews. These can be arranged by utilising the appointment proforma that is available at the school office. This form is also published on the website.

### **National Assessment Program for Literacy and Numeracy (NAPLAN)**

All students from NSW take the national tests at the same time as students from all other states and territories.

### **Assemblies**

School assemblies are timetabled in the hall. They are important in facilitating communication, recognising achievement, promoting personal development, and in developing school spirit and pride.

The 3 - 6, assemblies are run by the leadership team and provide performance opportunities for the students. The school song and national anthem are sung at assemblies.

At the K - 2 assemblies each class has the opportunity to run an assembly.

Parents/carers are welcome to attend. Assembly times are published each term in the Newsletter.

### **Bands**

Primary age students have the opportunity join one of our school bands. Band rehearsals are held before school and music tutorials are after school. Our bands play at school for special occasions. They also represent the school at a variety of external public performances. Parents/carers manage the bands through the P&C Band Committee.

### **Choirs**

Students can become a member of the school choirs. The choirs perform at a variety of venues both within the school and the wider community. This includes school and community functions and major concerts.

## **Dance and Drama**

Each class will participate in a range of drama and dance experiences. In addition there are opportunities for students to participate in elective dance and drama groups. These enrichment groups often participate in Regional and State festivals as well as in school productions.

## **Debating / Public Speaking**

Senior students audition for two inter-school debating teams. The debates take place during Terms 2 and 3 and the teams meet once a week to develop their skills. Years 4 - 6 are offered debating workshops. Some Year 5 and 6 students are also offered an opportunity to attend a debating camp.

Public speaking skills are taught as part of the English curriculum by the class teachers in Years 2 - 6. Kindergarten and Year 1 take part in speaking and listening activities such as news and topic talks. The Year 5 and 6 students are involved in the Young Leaders program which includes developing public speaking skills.

## **Special Events**



Easter  
ANZAC Day  
Harmony Day  
Grandparents' Day  
Book Week  
Education Week  
National Aboriginal and Torres Strait Islander Week  
Christmas  
and other special events are celebrated at the school as a link with the broader community.

## **Scripture and Ethics**

Members of the clergy and their nominees and volunteer parents provide a half-hour religious or Ethics education lesson each Wednesday morning. Students may attend Anglican/Protestant, Baha'i, Buddhist, Catholic, Greek Orthodox, Islamic, Jewish or Ethics.

These groups are approved by the Department of Education and Communities and the relevant religious group provide accredited teachers.

## **Community Languages - Italian**

We have a teacher of Italian funded under the Community Languages Other Than English (CLOTE) program. The program commenced in 1982 and has been maintained with school and community support since that date.

Italian instruction is given in Year 3 and/or Year 4. Our students benefit from the program as it enables them to acquire, maintain and achieve fluency in a community language. This gives them an appreciation of other cultures and an effective means of communication within Australia's multicultural society and beyond.

## **Community Languages - Chinese**

The school offers Chinese as a Community Language Other Than English program. It is taught to native speakers of Cantonese and Mandarin.

## **Excursions**

These are an integral part of the school's program and are chosen carefully by each year group to achieve specific educational objectives across the KLAs. Participation is important. Notice is given prior to the excursion. Permission notes and term invoices with payments need to be returned in a sealed and labeled envelope to the class teacher, or placed in the locked box in the administration office by the date required.

Cost, frequency and safety factors are important considerations in planning excursions. Written consent by parents/carers is essential for participation. Parents/carers are invited to assist on excursions where appropriate.

## **Cultural Enrichment**

Performances by dramatic, musical or artistic groups are periodically arranged for students in the school hall or at other venues. The performances support curriculum objectives and extend students' cultural horizons. These are often organised as alternatives to excursions, particularly when they are applicable to several grades. Guest speakers are invited to address students on a school or class basis when appropriate.

## **Life Education**

The Life Education Mobile Classroom visits Willoughby Public School each year. Life Education is a positive health program for students from Kindergarten to Year 6. The Kindergarten lesson focuses on food and other needs that help keep us healthy. The use of medicines, alcohol and smoking are discussed with appropriate grades. Life skills enabling students to make informed choices about their health are practised.

The Life Education Program works in close co-operation with the school and classroom teachers, as part of the Personal Development, Health and Physical Education Curriculum. Teachers receive manuals and students have follow up workbooks.

## **Gymnastics**

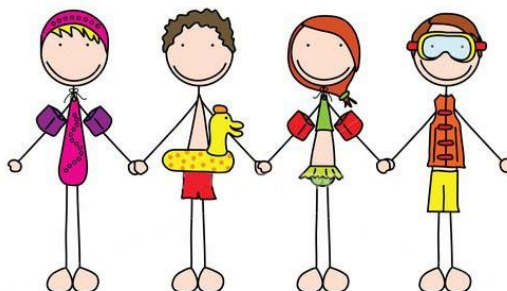
Students participate in gymnastics programs with qualified instructors. Instructors create and follow a detailed curriculum based program using outcomes and indicators from the PDHPE syllabus.

## **Learn to Swim Program**

During Term 4 students from Years K - 4 attend swimming lessons. Lessons are designed to provide for the needs of all students ranging from beginners to those students ready for life saving skills. Professional instructors at Lane Cove and North Sydney Pools conduct lessons.

## **Surf Education**

A swim and surf education program organised through Surf Life Saving Australia at Collaroy Beach is offered to all students in Years 5 and 6 in Term 4. The program is designed to increase the level of awareness in the surf.



## **Learning Support**

The Learning Assistance Support Teacher (LAST) assists the school in catering for students in regular classes who are experiencing learning difficulties. The support teacher assists in identification and assessment work in order to design appropriate programs which are implemented by the class teacher with support from parent/carer tutors. We have a learning assistance teacher four days per week.

## **Reading Recovery Program**

The Reading Recovery program offers early identification and intervention for students who, in Year 1, are experiencing difficulties with their reading and writing. Students attend daily one on one lessons that supplement the regular classroom literacy program. Instruction is intensive and individual.

## **English as an Additional Language or Dialect (EALD)**

Students at our school come from 34 different language backgrounds. Students who speak little or no English are prioritised for support through the EALD program. The program also maintains support for students from non-English speaking backgrounds who are progressing through the school.

The EALD teacher works in consultation with classroom teachers supporting students through team teaching and small group instruction.

## **School Counsellor**

The school counsellor is an educational psychologist who is available for consultation with the principal, staff and parents/carers of the school.

The school counsellor:

- Assesses children who have learning difficulties, and is available for interview with teachers and parents/carers.
- Assesses children who have behavioural difficulties at school, and provides support to these children and their parents/carers.
- Assists the school in identifying and addressing difficulties that effect students' learning.
- Is available to provide support when there is a crisis.
- Liaises with other agencies concerned with the well-being of students.

Our school counsellor, Mr Ray Mills, is available on Tuesday, Wednesday and Friday. Appointments can be made by phone or letter, through the class teacher or the Principal.

## **Library Information Centre (LIC)**



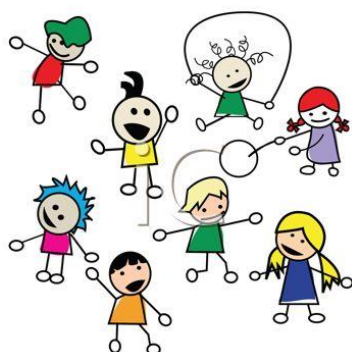
Willoughby Public School has a modern computerised centre with a wealth of materials for recreational reading, literature study and gathering information.

Every class has a scheduled borrowing time. In addition, each term, students attend a series of lessons developing information skills or studying some aspect of literature.

Parents/carers are welcome in the library before school to browse with their children or consult with the teacher-librarian. During lunch times, students can visit the library to read, borrow or do research.

Volunteers are always welcome and invited to work in the library on tasks such as book covering or shelving.

## Sport



All students K - 6 are involved in sport and fitness activities. K - 2 students have fitness sessions weekly as well as grade sports programs. Years 3 - 4 have fitness sessions each week and sport on Fridays. Students develop a range of skills in Aussie sports and play a variety of games including cricket, T-ball, soccer and modified netball.

Years 5 and 6 have a PDHPE session each week and a sports session on Friday. Social dance is also a feature of the Year 6 program.

WPS is involved in PSSA (Primary Schools Sports Association) sports in soccer, netball and AFL. The students in these teams represent Willoughby in an inter-school competition. Years 5 and 6 take part in knockout competitions in league tag, cricket, AFL and rugby league 7s. Representative teams train at various times.

Sports programs are conducted in the morning wherever possible as part of the school's Sun Safe Policy. Our annual swimming, cross country and athletics carnivals are held during the year. Intensive swimming and a surf education program are offered in Term 4.

All students are placed in houses, named after Australian poets. These are:

◆	Dennis	Blue
◆	Gordon	Green
◆	Kendall	Red
◆	Paterson	Yellow

## Information Communication Technology

Learning experiences for students at WPS are enhanced in all KLAs by the use of computer-based technologies. All computers in the classrooms, Computer Network Room, Senior Computer Area and Library have access to the Internet filtered through the Department of Education server.

Each week all classes from K-6 have scheduled lessons in the Technology Network areas.

Familiarity with computers begins in Kindergarten. By Year 6, students are proficient technology users. Increased knowledge of multimedia technology is promoted through the use of digital, still and video cameras, interactive whiteboards and two connected classrooms. Cyber safety is an important part of students' computer use.

At Willoughby Public School interactive whiteboards in classrooms, iPads and PC tablets are used by teachers and students to access a wide range of resources, such as video, audio, text and images.



## **HEALTH AND SAFETY**

### **Student Medication**

Parents/carers should inform the school on enrolment if their child has ongoing health needs. An action plan (ASCIA or Asthma) and individual health care plan should be developed for any student:

- diagnosed with severe asthma, type 1 diabetes, epilepsy, anaphylaxis and/or
- diagnosed as being at risk of an emergency and/or
- requiring the administration of health care procedures.

Health care plans are developed in consultation with the school, parents/carers and the child's medical practitioner. It is the responsibility of parents/carers to notify the school of any change to the action or health care plan, for example, when medication is changed. It is also parents'/carers' responsibility to replace their child's medication when it expires.

Staff members are trained in emergency care, first aid and anaphylaxis awareness. With the exception of asthma puffers, students may not bring any medication to school for self-administration without school permission. If ill, students should remain at home.

Where there is a special need for medication to be brought to school the teacher should be advised and parents/carers will need to complete a 'Permission to Administer Medication' form at the office. Medication will be kept in the school office and administered by authorised staff. Only the required dosage should be sent to school and it should be clearly marked with the student's name and class.

Staff will attend to minor injuries in sick bay. If there are any concerns parents/carers will be contacted. In an emergency the school will seek medical treatment for your child or call an ambulance if necessary. Parents/carers must sign their child out of sick bay if they take their child home.

### **NSW Health Services - Dental Clinic**

The school Dental Service is a free service providing assessment, treatment and education on dental hygiene for students between the ages of 5 and 13 years. Services provided include:

- Examination of teeth, gums and mouth
- Oral hygiene education on an individual or group basis
- Treatment as required eg X-rays, fillings, extractions

NSW Health Services Child Dental Clinic - appointments can be made on 1300 789 404.

### **Immunisation**

Students enrolling should be immunised against Diphtheria, Tetanus, Pertussis (Whooping Cough), Poliomyelitis and Measles or (MMR). They should have:

- Booster injection against Diphtheria, Tetanus (CPT) and Pertussis
- Oral booster dose of polio vaccine (Sabin)
- Booster injection of measles/mumps/rubella vaccine.

Parents/carers with children starting school in Kindergarten must present an immunisation certificate at the time of school enrolment. These are available from your doctor, local council or community health staff. For more information go to <http://www.health.nsw.gov.au/PublicHealth/Immunisation/programs>. In the event of an immunisation certificate not being produced your child may be excluded from school if there is an incidence of infection.



## **Visitors to the School**

All visitors to the school who are either contracted or volunteering should report first to the front office where they sign the visitor's book and collect their visitor or volunteer sticker. This precaution ensures the security of school and personal property, as well as the safety of students and staff.

## **Permission to Leave School Grounds**

Students are not permitted to leave the school grounds before 3pm unless a written request is received from the parent/carer at the office. Parents/carers who wish to collect a student early, or who arrive late must report to the school office. Students leaving early should wait in the administration area until collected and be signed out by their parent or carer. No student is to leave the school grounds unaccompanied during school hours.

## **Parking and Vehicular Access**

Parking and vehicular access to grounds during school hours is restricted to staff and visitors on official business. Students arriving by car should alight at the boundary gates and walk via the pathway to playing areas. There are 'kiss and ride' areas in both Oakville Road and Keary Street. Parents/carers are requested to observe all safety precautions when dropping off or collecting students at school.

## **Police Community Relations**

Representatives of the Police Department visit the school and speak to students on safety issues in the home, school, on the road and in the community. Chatswood Police have a dedicated Youth Liaison Officer who works with the school when needed.

## **Security of Grounds**

Entry to school grounds and use of school equipment out of hours is not permitted unless students are involved in an approved supervised activity. Parents/carers or community members who observe people behaving suspiciously in the grounds are requested to notify Chatswood Police, Phone: **9411 0999**.

The Department of Education and Communities school security phone number is **1300 880 021**.





## Bicycle/Scooter Policy

This policy covers bicycles, scooters and skateboards which students might use in travelling to and from the school.



1. The Department of Education and Communities and NSW Roads and Traffic Authority recommends that students under 10 years of age do not ride bicycles, scooters and skateboards to or from school unless accompanied by an adult.
2. Students must correctly wear a Standards Australia approved bicycle helmet at all times when in control of a bicycle.
3. Students are encouraged to wear a Standards Australia approved bicycle helmet, elbow and knee pads at all times when in control of a skateboard or scooter.
4. All RTA road rules concerning bicycles, scooters and skateboards are to be followed. This includes the pedestrians' right of way on footpaths. The bicycle bell should be used as a warning when approaching pedestrians and cyclists must dismount from their bicycles to give pedestrians the right of way.
5. Bicycles ridden to school must be in good, safe working order and bicycles must be fitted with a bell.
6. Scooters and skateboards must be in good, safe working order.
7. Entry and exit points to Willoughby Public School are via Oakville and Keary Roads.
8. Students are to dismount before entering the school grounds and walk their bicycles and wheeled toys whilst on site.
9. Bicycles, scooters and skateboards are not to be ridden in school grounds during school hours.
10. Bicycles are to be stored in the bike racks provided. Bicycles must be locked with a chain and padlock supplied by the bicycle owner.
11. Bicycles, scooters, skateboards and helmets are brought and stored on site at the owner's risk.
12. Parents/Carers will be notified if students do not adhere to the *School's Policy*. Students may be refused entry with their bicycles, scooters or skateboards to the school grounds.
13. Parents/Carers and the student riding to school must sign the Bicycle, Scooter & Skateboard User Contract.

User Contracts are to be renewed annually by parents/carers.

## Road Safety Information

Safety of students as they travel to and from school each day is important. It is expected that parents/carers will support the school through role modelling safe road use behaviours. These include:

- Using designated footpaths or walking in areas away from the road.
- Holding children's hand (for those up to 8 years of age) and actively supervising all children as they walk to and from school.
- Teaching children to Stop, Look, Listen, Think every time they cross the road.
- Walking with children to cross roads (do not call children across the road).
- Crossing roads away from parked cars.
- Parking correctly in designated areas.
- Getting children in and out of the car on the footpath side.
- Using seatbelt restraints for all passengers prior to driving away.

# WPS STUDENT SAFETY & TRAFFIC FLOW

## Guidelines for Drop Off & Pick Up

A team of parents have formed a WPS Traffic Team to address and resolve the traffic snarls common at many primary schools.

Working with the local Council and RMS, many improvements have been made, with more to follow in 2016.

The largest contributors to improving student safety and traffic flow are the **drivers and their decisions** – both parents/carers who choose (or need) to drive every day and those who choose to find alternative modes of travel to and from school – all can make a positive difference.

We ask parents/carers to follow these **simple guidelines**:

- Where possible, try to park a **few streets away** from school and **walk in**. Best streets are High St, Laurel St (east of High St), Edinburg Rd, Wallace St and Ward St, Penshurst St (dead end off Penkivil St).
- If dropping off/picking up, do not leave your car unattended in a **2 Minute No Parking zone**. This causes chaos for others using the zone and you are likely to be booked.
- If possible, encourage your child to get in and out of the car by themselves, via the **kerbside safety door**. You can watch them enter the school gates and carefully move out of the school precinct.
- Parking spots in the **5 Minute zones** are limited and 5 minutes allows you time to accompany your child inside the school gates and drop off an assignment, news item etc.
- Cross only at **marked school crossings** or traffic lights even if you are a little further away from the Kindy lines.
- Please do not queue on a **crossing**, overtake on a crossing or let your child out in a No Stopping zone, especially near a crossing. All behaviours are dangerous and the latter is illegal.
- **U-turns are dangerous**. In Keary St it is illegal and in Oakville Rd it is highly risky. Consider leaving more time to exit the school precinct or to turn around you can circulate carefully through the Oakville Rd shopping centre car park.
- There are a number of **narrow streets** near the school, so pulling over and passing is often needed. Please be **patient and polite**, and use the **Willoughby Wave**.
- In **Term 2** consider enquiring about your child catching the bus home, riding with you or using a 'walking bus' service in your area. Not driving, even a couple of times a week, makes a real difference.
- Most importantly, please **put safety before convenience**. It is better to be a few minutes late than injured or worse.



## **GENERAL INFORMATION**

### **Attendance**

Regular attendance at school is essential. Students should be present each day the school is open unless there is an acceptable reason, such as illness or special leave.

Any students arriving late for school must be taken to the office reception for a 'late slip' before going to their class.

Permission to leave the school early must be requested at reception and students will be called to the office to meet their parents/carers.

Following an absence an explanatory note should be provided for the teacher. If the absence is likely to be prolonged, please advise the school by note or telephone.

### **School Newsletter**

A newsletter is produced once a week and emailed every Thursday. The newsletter keeps parents/carers advised of approaching school activities, social events and matters of general educational interest.

The newsletter is available on the school website. Parents/carers can also download and install our Skoolbag mobile app to receive the newsletter and important school reminders.

### **Parents and Citizens Association – P&C**

The P&C Association is a vital organisation for the successful operation of the school. Its meetings are held on the fifth Wednesday of each school term in the staff room commencing at 7pm. The P&C serves as a forum for discussion and exchange of ideas on all aspects of the school. Through fundraising, it generates extra income for the school to enhance targeted educational programs and through its sub-committees provides essential services to the whole school community.

### **Parent/Carer Involvement**

Volunteer assistants in school learning programs such as reading, maths programs, library or computer or on excursions are always in demand. This help is invaluable to the school and a great source of pride for the children of the parents/carers involved.

Parents/carers will need to sign in at the office before commencing work in the school.

### **Lost Property**



All items of personal property found, but not immediately claimed, are stored in lost property tubs near the computer room.

It cannot be emphasised too strongly that all clothing, lunch containers and drink flasks, etc. should be clearly labelled with your child's full name and class so students' property can be identified.

Unnamed property not claimed after a period of time is transferred to the clothing shop for disposal or re-sale.

## School Canteen



Willoughby School canteen is situated between the Public School and Willoughby Girls' High School. The service is provided five days per week during school terms. The canteen is open before school for breakfast as well as recess, lunch and after school.

The canteen manager is Rose Georgio, Phone: 0410 481 150

Kindergarten students may order lunches from Term 2 and are allowed to visit the canteen at lunchtime to purchase items.

Online canteen ordering using Munch Monitor is available. Online accounts may be set up at: [www.munchmonitor.com](http://www.munchmonitor.com) by entering the **username**: Willoughby and **password**: munch2068.

The school canteen has an awareness of students with peanut allergies (anaphylaxis) and does not include any nut products on the menu. However, as stated on individual food labels, some products may contain traces of nuts.

## Uniform Shop

The uniform shop is located at the end of the wooden classroom opposite the entrance to the Kindergarten and Year 1 building.

**It is open each Wednesday and Friday from 8.30am to 9.30am.**

The complete uniform is available.

For the convenience of those families who may not be able to shop personally, online shopping is available at:

<https://wps-uniform-shop.myshopify.com/>

Preloved items are available at very reasonable prices.

Parents/carers are encouraged to help in the uniform shop to continue this very important service for the students and families. All uniform shop workers are volunteers.

The uniform shop manager is Lynda Morris. Phone: 0416 046 181



## UNIFORM LIST

The school uniform brochure shows details of the school uniform.

The school uniform is to be worn on all school occasions (as defined by the school) and on excursions, unless otherwise directed.

### SUMMER UNIFORM

Girls - Maroon and white check dress  
Maroon hat  
Maroon zip jacket  
White socks and black shoes

Boys - Blue school shirt  
Grey school shorts  
Maroon hat  
Maroon zip jacket  
Grey socks and black shoes

### WINTER UNIFORM

Girls - Maroon check tunic  
White shirt  
Maroon zip jacket  
Grey tights or white socks and black shoes

Boys - Blue school shirt  
Grey school shorts or long trousers  
Maroon zip jacket  
Grey socks and black shoes

### SPORTS UNIFORM

Boys and Girls - Polo shirt with house colour and emblem  
Maroon sport shorts  
Maroon school tracksuit  
White socks and sport shoes





## BEFORE AND AFTER SCHOOL CARE

Students at Willoughby Public School can access a number of centres for out of school hours care.

Parents and carers are encouraged to make contact with each centre directly to discussion individual requirements and availability.

Staff from each of the centres either bus or walk the students to each venue.

### **Bales Park OOSH (After School Care)**

122 Sydney St

Willoughby

Director: Wendy Castelao

Phone: 9413 2351

Email: [wendy.castelao@willoughby.nsw.gov.au](mailto:wendy.castelao@willoughby.nsw.gov.au)

### **Cubbyhouse (After School Care)**

Willoughby Public School hall

WPS Centre Phone: 0410 014 786

Director: Joan Stone

Cubbyhouse Childcare Phone: 1300 553 583

Email: [www.cubbycc.com.au](http://www.cubbycc.com.au)

### **Kids Capers OOSH (Before and After School Care)**

Warners Park

The Outpost, off Kameruka Rd

Northbridge

Director: Julie Ferguson

Phone: 0423 179 445

Email: [northbridge@kidscapersoosh.com.au](mailto:northbridge@kidscapersoosh.com.au)

### **Willoughby Kids House (Before and After School Care)**

31 Penshurst St

Willoughby

Director: Jodie Rose

Phone: 9958 0913

Email: [kidshouse2068@gmail.com](mailto:kidshouse2068@gmail.com)



## KINDERGARTEN 2016



Kindergarten is the first and a most important year of school for children. It is a time of personal adjustment, a stepping out beyond the family to the wider world. It is a year, which is a transition from home to school, when a child's learning becomes more structured and formalised. Through a variety

of learning experiences, the children are provided with opportunities to develop concepts about themselves as learners, which form the basis for future schooling.

### Starting Dates

Kindergarten will be enrolled following a Best Start interview.

Kindergarten students start their first day of school after the conclusion of the Best Start interviews. This is usually three days after students from Years 1 to 6 begin Term 1.

In December parents/carers will receive a letter informing them of the enrolment process and their child's interview time and starting day.

### Starting Kindergarten

- |                |   |
|----------------|---|
| What to bring: | Fruit break, morning tea and lunch should be placed in separate containers that are easy for the students to open. All should be clearly marked with your child's name. Please provide 2 or 3 small pieces of fruit or vegetables for fruit break. We encourage healthy eating at school. |
| School Bag:    | As all school bags are identical, please label your child's bag with a bag tag. You can also attach a sticker, ribbon, or small toy to the bag to help your child distinguish it from others.   |
| School Shoes:  | Shoes should be bought a few weeks before school starts to get your child used to them. Make sure that both shoes are clearly named, as shoes are often taken off at school. We recommend velcro shoes for those children still learning to tie their laces.                              |
| Raincoats:     | It is preferable that children have a raincoat with a hood attached. These should be lightweight and kept permanently in their bags. Umbrellas are very dangerous for small children to use at school and are therefore discouraged.  |
| Spare Clothes: | In case of accidents, we encourage you to supply spare underwear and socks. These should be kept in a plastic bag in the front pocket of the school bag.  |

Your child's teacher will let you know of any other materials that are needed in the first week of school.

In the first few months of school your child has many adjustments to make, such as making new friends, learning new routines and being away from mum and dad or carers. Children take varying degrees of time to settle in, so please be patient but always speak to the teacher if you have any questions or concerns about your child.



## Preparing Children for School

1. Familiarise your child with his/her new school. Talk to them about having a happy start to school.
2. Encourage your child to dress her/himself. Practise getting in and out of their school uniform at home, undoing buttons and tying up drawstrings on shorts. This will help your child's confidence and independence, especially when using the toilets. Boys should be familiar with the use of a urinal. Children need to be independently able to wash their hands using soap and water.
3. All clothing, shoes, hats and bags should be clearly marked with your child's name and class.
4. Encourage your child to use a tissue correctly and cover their mouth when they cough or sneeze.
5. Teaching nursery rhymes and songs help to develop a child's language skills. Giving your child time to answer for themselves also encourages good language development.
6. If your child wishes to write his/her name, it should be written with a capital letter at the start and the rest in lower case e.g. Joshua. A copy of the correct handwriting style is in the Appendix.
7. Teach your child some basic rules such as road safety, stranger danger and following the teacher's instructions about where and how to play safely.
8. Teach your child to speak to the teacher if they need help.
9. Teach your child to share and take turns. Building good relationships with others is a fundamental social skill.
10. Help your child to meet challenges and learn persistence and independence. Where safe to do so, let them do things for themselves.
11. Encourage your child in all he/she sets out to do. Love, interest, stability and continuing encouragement do more for the educational and social development of the child than any other factor.
12. Make sure that your child comes to school early enough to have a calm and ordered start to the day. A good breakfast is essential to maintaining their energy and concentration.
13. Please be on time to collect your child in the afternoon, so that they don't become distressed or anxious.
14. Support the school by attending meetings arranged for parents/carers e.g. information nights, P&C meetings and helping in the classroom or uniform shop. This is a great way to make friends and learn about the school.
15. Children progress at their own rate. If you have any queries about your child's learning speak to your class teacher for advice and help. Be confident that the teachers are here to support you and your child. Come and talk to your teacher if you have a question or concern.

For more tips and information on starting school please visit:

<http://www.schoolatoz.nsw.edu.au/home> and <http://www.schools.nsw.edu.au>



# **KINDERGARTEN OVERVIEW STAGE STATEMENTS (Early Stage 1)**

## **English**

By the end of Early Stage 1 students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.

Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work. They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts. Students become aware of how to reflect on and assess their own and others' learning.

## **Mathematics**

By the end of Early Stage 1, students ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. They use everyday language, concrete materials and informal recordings to demonstrate understanding and link mathematical ideas.

Students count to 30 and represent numbers to 20 with objects, pictures, numerals and words. They read and use ordinal numbers to at least 'tenth'. Students use concrete materials to model addition, subtraction, multiplication and division. They use the language of money and recognise the coins and notes of the Australian monetary system. Students divide objects into two equal parts and describe them as halves. They recognise, describe and continue repeating patterns of objects and drawings.

Students identify length, area, volume, capacity and mass, and compare and arrange objects according to these attributes. They manipulate, sort and represent three-dimensional objects and describe them using everyday language. Students manipulate, sort and describe representations of two-dimensional shapes, identifying circles, squares, triangles and rectangles. They connect events and the days of the week and explain the order and duration of events, telling the time on the hour. Students give and follow simple directions and describe position using appropriate language. Students answer simple questions to collect information. They use objects to create a data display and interpret data.

## Science and Technology

By the end of Early Stage 1 students' sense of wonder and curiosity about the Natural Environment and the Made Environment is fostered through purposeful play, observing, questioning and exploring ideas. They learn about and use the processes of Working Scientifically and Working Technologically in a holistic way and they often work in situations where these aspects occur at the same time.

Students recognise that science involves them exploring their immediate surroundings using their senses. They identify that living things have basic needs and suggest how daily and seasonal changes in the environment affect them and other living things. Students recognise that the way objects move depends on a variety of factors. They identify that objects are made of materials that have observable properties and that familiar products, places and spaces are made to suit their purpose.

Through active participation in the processes of Working Scientifically and Working Technologically, students show a growing awareness of the appropriate use of a range of classroom equipment and work safely when using resources and materials. They communicate their observations and ideas about familiar objects, events, places, spaces and products. Students share their findings and ideas about what they already knew, what they observed, what they did, how they felt about it and the usefulness of their final solutions.

## History – the new History syllabus will be implemented in 2016

*Personal and Family Histories* provides students with the opportunity to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present. Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students. By engaging with the following content, students will have the opportunity to engage with historical content, concepts and skills.

The following historical concepts are to be taught throughout Early Stage 1:

- **Continuity and change:** some things change over time and others remain the same, eg changes and continuities in students' own lifetimes and that of their families.
- **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects, eg simple cause and effect in stories.
- **Perspectives:** people from the past will have different views and experiences, eg exploration of a point of view and understanding that stories may vary depending on who is the narrator.
- **Empathetic understanding:** developing an understanding of another's views, life and decisions made, eg development of an understanding of differences and similarities between families.
- **Significance:** importance of an event, development or individual/group, eg the personal importance of a treasured object; significant events in students' lives and the importance and meaning of special days and holidays.

## Human Society and its Environment

Students identify personally significant events, places and people and compare these with those of their peers. They use language associated with time, change and place. Students examine characteristics common to people, including Aboriginal peoples, describing some of the similarities and differences. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts. Students identify and explore familiar natural and built environments, how to care for them and the activities that occur in them. They communicate knowledge and understanding orally, through writing and drawing, and by constructing models. Students identify people's needs and explain how these are met individually and cooperatively. They explore roles, responsibilities and rules in the classroom and at home.

## **Creative and Performing Arts**

### **Visual Arts, Music, Drama and Dance**

Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks. Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music. Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences. Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.

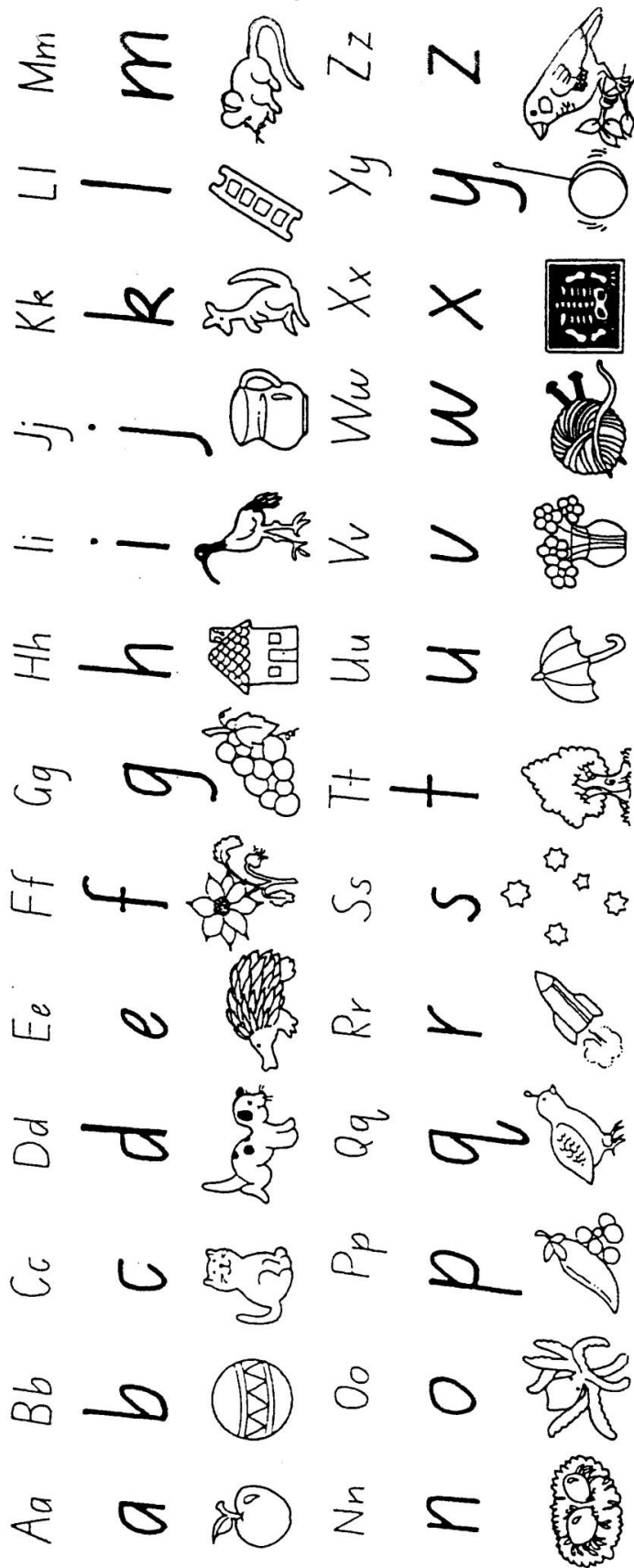
## **Personal Development, Health and Physical Education**

Students participate in regular physical activity through creative play, dance, gymnastics and minor games. They practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Students show awareness and consideration of others during play situations and practise the fundamental movement skills of balance, sprint run, vertical jump and catch. They describe the components of an active lifestyle and identify different ways to be active at school and at home. Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations. Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.



## Appendix

# Foundation Handwriting



0 1 2 3 4 5 6 7 8 9

## Street List - Willoughby Public School Boundaries

Adamson Lane	Jacques Street	Sailors Bay Road ***
Albert Avenue ***	Johnson Street ***	Salisbury Road
Alexander Avenue	Julian Street	Scott Street
Alpha Road	Kalgoorlie Street	Second Avenue
Ann Street	Keary Street	Septimus Street
Armstrong Street	Kia Living	Small Street
Artarmon Road ***	Kings Meadow Close	Sortie Port
Bedford Street	Knight Place	Stan Street
Borlaise Street	Kooringa Road	Stanley Street
Cambridge Street	Laurel Street	Stephen Street
Cevu Avenue	Lawrence Street	Stirling Lane
Chaleyer Street	Lea Avenue	Summerville Crescent
Charles Street	Linden Way	Sunnyside Crescent
Chelmsford Avenue	Lucknow Street	Sydney Street ***
Cheyne Walk	Mabel Street	Telak Close
Chiltern Road	MacMahon Street	Telford Lane
Church Street	Marlborough Road	The Barbette
Clanwilliam Street	Marlow Road	The Barbican
Cobar Street	Matheson Avenue	The Barricade
Council Street	McClelland Street	The Bartizan
Crabbes Avenue	Megalong Ave	The Bastion
Dougherty Lane	Morotai Crescent	The Battlement
Eastern Valley Way ***	Mowbray Place	The Bulwark
Eaton Street	Mowbray Road ***	The Citadel
Edinburgh Road	Nardoo Road	The High Tor
Edith Street	Nathan Lane	The Parapet
Edna Street	Neville Street	The Postern
Edward Street	Oakville Road	The Rampart
Elliott Lane	Olga Street	The Redoubt
First Avenue	Owen Street	The Scarp
Forsyth Street	Patrick Street	The Tor Walk
Foundation Place	Patton Lane	Third Avenue
Fourth Avenue	Pendey Street	Tulloh Street
Frenchs Road	Penkivil Street	Tyneside Avenue
Fry Street	Penshurst Street ***	Victoria Avenue ***
Glover Street	Prentice Lane	Wallace Street
Gorman Street	Ranelagh Crescent	Walter Street
Harris Street	Raeburn Avenue	Ward Street
Hector Road	Remuera Street	Warners Avenue
Hercules Street	Richmond Avenue	Windsor
High Street ***	Robert Street	Warrane Road
Holland Street	Robinson Street	Willoughby Road ***
Hollywood Crescent	Rockley Street	Wyalong Street
Horsley Avenue	Rosanna Close	Zara Road
Hudson Avenue	Rosewall Street	
	Rutland Avenue	

\*\*\* Limited Area Only

Last update: 15 October 2015



## Some Infectious Diseases of Childhood

### Chicken Pox

Time from exposure to illness: 2 to 3 weeks.

Symptoms: slight fever, runny nose and a rash that begins as raised pink spots that blister and scab. Can be more severe in pregnant women and newborns.

Do I need to keep my children home? Yes, for 5 days after the rash first appears and until the blisters have all scabbed over. How can I prevent spread? Immunisation is available for children over 12 months old. It is recommended for people over 12 years who are not immune.

### Conjunctivitis

Time from exposure to illness: 1-3 days.

Symptoms: The eye feels scratchy, is red and may water. Lids may stick together on waking.

Do I need to keep my child home? Yes, while there is discharge from the eye. How can I help prevent spread? Careful hand washing avoid sharing towels. Antibiotics may be needed.

### Gastroenteritis

Time from exposure to illness: Depends on the cause - several hours to several days.

Symptoms: A combination of frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.

Do I need to keep my child home? Yes, at least for 24 hours after diarrhoea stops. How can I prevent spread? Careful hand washing with soap and water after using the toilet or handling nappies and before touching food.

### German Measles (Rubella)

Time from exposure to illness: 2 – 3 weeks.

Symptoms: Often mild or no symptoms, mild fever, runny nose, swollen nodes, pink blotchy rash that last a short time. Can cause birth defects if pregnant women are infected.

Do I need to keep my child home? Yes, for at least 4 days after the rash appears. How can I help prevent spread? Immunisation at 12 months and 4 years of age.

### Glandular Fever

Time from exposure to illness: 4 – 6 weeks.

Symptoms: Fever, headache, sore throat, tiredness swollen nodes.

Do I need to keep my child home? No, unless sick. How can I help prevent spread? Careful washing, avoid sharing drinks, food and utensils and kissing.

### Hand Foot and Mouth disease

Time from exposure to illness: 3 to 7 days.

Symptoms: Mild illness, perhaps with a fever, blister around the mouth on the hands and feet and perhaps the nappy area.

Do I need to keep my child home? Yes, until the blisters have dried. How can I help prevent spread? Careful hand washing, especially after wiping noses, using the toilet and changing nappies.

### Head Lice

Time from infestation to eggs hatching: Usually 5 to 7 days.

Symptoms: Itchy scalp, white specks stuck near the base of the hairs, lice may be found on the scalp.

Do I need to keep my child home? No, as long as head lice management is ongoing.

### Hepatitis A

Time from exposure to illness: About 2 to 6 weeks.

Symptoms: Often none in small children, sudden fever, loss of appetite, nausea, vomiting, jaundice, (yellowing of skin and eyes) Dark urine, pale stools.

Do I need to keep my child home? Yes, for 2 weeks after first symptoms or 1 week after onset of jaundice. How can I help prevent spread? Careful hand washing, close contacts may need to have an injection of immunoglobulin, immunisation recommended for some people.

### Impetigo (School Sores)

Time from exposure to illness: 1 to 3 days.

Symptoms: Small red spots change into blisters that fill with pus and become crusted, usually on the face, hands or scalp.

Do I need to keep my child home? Yes, until treatment starts. Sores should be covered with a watertight dressing. How can I help prevent spread? Careful hand washing.

### Influenza

Time from exposure to illness: 1 to 3 days.

Symptoms: Sudden onset fever, runny nose, sore throat, cough, muscle and headaches.

Do I need to keep my child home? Yes, until they feel better. How can I prevent spread? Immunisation is recommended for the elderly and people with chronic illnesses.

## Measles

Time from exposure to illness: About 10 to 12 days until the rash develops.

Symptoms: Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.

Do I need to keep my child home? Yes, for at least 4 days after the rash appears. How can I help prevent spread? Immunisation at 12 months and 4 years. Contacts who are not immune should not attend school or work for 14 days.

## Meningococcal disease

Time from exposure to illness: 2 – 7 days.

Symptoms: Sudden onset of fever and a combination of headache, neck stiffness, nausea, vomiting, drowsiness and rash.

Do I need to keep my child home? Seek medical help immediately. Patient will need hospital treatment. How can I help prevent spread? Close contacts should see their doctors urgently if symptoms develop, and may need to have a special antibiotic. Immunisation with Meningococcal C vaccine at 12 months of age.

## Molluscum Contagiosum

Time from exposure to illness: 1 to 6 months.

Symptoms: Multiple small lumps (2-5mm) on the skin that are smooth, firm and round, with dimples in the middle. Lumps in children are mostly on the face, trunk, and upper arms and legs. Symptoms can last 6 months to 2 years.

Do I need to keep my child at home? No. How can I help prevent spread? Avoid contact sports when a child has uncovered lumps

## Mumps

Time from exposure to illness: 14 – 25 days.

Symptoms: Fever swollen and tender glands around the jaw. Do I need to keep my child home? Yes, for 9 days after onset of swelling. How can I prevent spread? Immunisation at 12 months and 4 years of age.

## Ringworm

Time from exposure to illness: Varies may be several days.

Symptoms: Small scaly patch on the skin surrounded by a pink ring. Do I need to keep my child home? Yes, until the day after fungal treatment has begun. How can I help prevent spread? Careful hand washing.

## Scabies

Time from exposure to illness: New infections 2 to 6 weeks. Reinfection 1 to 4 days.

Symptoms: Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.

Do I need to keep my child home? Yes, until the day after treatment has begun. How can I help prevent spread? Close contacts should be examined for infestation and treat if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

## Scarlet Fever

Time from exposure to illness: 1 – 3 days.

Symptoms: Sudden onset sore throat, high fever and vomiting followed by a rash in 12 – 36 hours.

Do I Need to keep my child home? Yes, until at least 24 hours of treatment has begun and the child is feeling better. How can I help prevent spread? Careful hand washing. Contacts should see their doctor.

**Slapped Cheek** (Erythema infectiosum, Fifth Disease, Parvovirus B19)

Time from exposure to illness: 1 – 2 weeks

Symptoms: Mild illness, fever, red cheeks, itchy lace like rash and possibly cough, sore throat or runny nose. Can cause foetal disease in pregnant women.

Do I need to keep my child home? No, most infectious before the rash appears. How can I help prevent spread? Careful hand washing, avoid sharing drinks.

## Whooping Cough (Pertussis)

Time from exposure to illness: 7 to 20 days

Symptoms: Starts with runny nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air.

Do I need to keep my child home? Yes, until the first 5 days of a special antibiotic have been taken. How can I help prevent spread? Immunisation at 2, 4, 6 and 18 months and 4 years of age. A special antibiotic can be given for the patient and close contacts. Unimmunised contacts may be excluded from child care until the first 5 days of a special antibiotic has been taken.

## Worms

Time from exposure to illness: Several weeks

Symptoms: Itchy bottom.

Do I need to keep my child home? No. How can I help prevent spread? Careful hand washing. Whole household should be treated. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

## **WILLOUGHBY PUBLIC SCHOOL STAFFING 2015**

### **EXECUTIVE STAFF**

Mr Bill Bird	Principal
Ms Michelle Verhagen	Deputy Principal
Mr David Trevena	Deputy Principal
Mrs Margaret Leslie	Assistant Principal
Ms Anneleise Malone	Assistant Principal
Ms Klair Mikhael	Assistant Principal
Ms Deanne Wedmore	Assistant Principal
Ms Michelle Upston	Acting Assistant Principal

### **TEACHING STAFF**

Mrs Elizabeth Andrews	English as an Additional Language/Dialect
Mrs Daniele Botton	
Mrs Sophie Bulgin	
Ms Kylee Byers	
Mrs Jessica Chadwick	
Ms Simy Chen	Chinese Teacher
Miss Melissa Cho	
Mr Drew Conroy	Reading Recovery Teacher
Ms Emma Conroy	
Ms Nardia Darnell	
Ms Leigh Denton	Teacher-Librarian
Mrs Debbie de Silva	
Ms Alison Douglas	Learning Assistance Support Teacher
Mrs Marienne Galluzzo	
Mrs Alisoun Garrard	
Miss Caitlin Goodchild	
Ms Fran Graham	
Mrs Esther Harris Binger	
Mrs Lisa Hartcliff	
Ms Mhairi Ingham	
Mrs Jenny Kirk	
Ms Sonya Kliffen	
Mrs Jill Langford	
Ms Joanna Limbert	
Ms Nancy Lindley	
Mrs Maree Lyons	
Mrs Christine Mathews	
Mrs Sue-Anne McOnie	
Mrs Jenni McPhee	Teacher-Librarian
Ms Ilona Mills	
Mrs Kath Mills	

**TEACHING STAFF continued**

Mr Ray Mills	School Counsellor
Mrs Kristy Mitchell	
Mrs Georgina Morgan	
Mrs Julie Newton	Support Teacher Hearing
Mr Glen Orchard	
Mrs Amanda Pitman	
Mrs Helena Posega	Italian Teacher
Mrs Liz Raynor	
Mrs Ally Ricketts	
Miss Eliza Riley	
Mrs Linda Robertson	
Mrs Mandy Rodgers	
Mrs Benita Smith	
Miss Luci Smith	
Mrs Anna Souza	
Ms Juliet Spence	
Mrs Sandy Stericker	
Miss Susie Symons	
Mrs Maureen Terrey	
Mrs Robyn Townley	
Mrs Amy Tulloch	
Mr Chris Twemlow	
Mrs Kim Williams	
Mrs Nicole Winkler	

**Administrative Staff**

Mrs Ruth Rosebery	School Administrative Manager
Mrs Diane Cole	School Administration Officer
Mrs Cheryle Millynn	School Administration Officer
Mrs Tina Rubin	School Administration Officer
Mrs Snez Thomson	School Administration Officer
Mrs Sue Uzelac	School Administration Officer
Mrs Denise Voysey	School Administration Officer
Mrs Kate Andrews	School Learning Support Officer
Mrs Tina Kitromilides	School Learning Support Officer
Mrs Sue Oski	School Learning Support Officer
Mrs Sue Porter	School Learning Support Officer
Ms Lis Robertson	School Learning Support Officer
Mrs Ros Sutton	School Learning Support Officer
Mr Harry Wilson	General Assistant

