

Mungindi Central School

Motivation, Commitment, Success



Parent Information Handbook

2013



Education &
Communities

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SCHOOL MISSION STATEMENT

Mungindi Central School
Is a safe and caring environment where all work and learn
together to achieve the best possible outcomes for all.

SCHOOL VISION STATEMENT

'Well Educated, Well Prepared'.

SCHOOL MOTTO

Motivation
Commitment
Success

SCHOOL MOTTO 2013

Learning to Succeed

SCHOOL PLEDGE

At Mungindi Central School
I accept responsibility for my learning
In partnership with:
My teachers
My parents
My community
I will show **MOTIVATION** towards my studies and
A COMMITMENT to achieve my personal best
I will strive towards **SUCCESS** in
The classroom
The sporting field
And when representing my school

STRATEGIC DIRECTIONS

Mungindi Central School responds to the NSW Public Schools Strategic Directions for 2012-2014 by formulating its own Management Plan. All school goals reflect the following:

1. Leadership & Management.
2. Curriculum & Assessment.
3. Engagement & Attainment.
4. Literacy & Numeracy.
5. Aboriginal Educators.
6. Organisational Efficiency.

REGIONAL PRIORITIES 2013

1. Quality Teaching Initiative
2. Aboriginal Education
3. Student Services

SCHOOL TARGETS 2013

1. To improve student outcomes in literacy and numeracy.
2. To improve daily student attendance, engagement and retention.
3. To increase parental and community support for the school and engagement in student learning.

WELFARE POLICY 2013

The Welfare Policy is being revised by Parents, Staff and Students and will be ready for 2013.

BELL TIMES

SECONDARY

8.30 Enter school grounds

8.45 Welfare/Roll Marking

9.00 Lesson 1

10.00 Lesson 2

11.00 **LUNCH**

11.40 End of Lunch

11.40 Lesson 3

12.40 Lesson 4

1.40 **LATE BREAK**

2.00 End of late break

2.00 Lesson 5

3.05 End of School

PRIMARY

8.30 Enter School Grounds

8.45 Assembly, Roll Marking followed by morning sport

9.00 First Session

11.00 **LUNCH**

11.40 End of Lunch

11.40 Second Session

1.40 **LATE BREAK**

2.00 End of late break

2.00 Third Session

2.40 End of School

ASSEMBLIES – WEEKLY

Weekly assemblies are held in Primary. They are held in Primary classrooms. Assemblies are an opportunity for children to develop confidence in public speaking, and in the etiquette of formal occasions. School Captains are responsible for leading the assemblies. Teachers concentrate on promoting personal and school pride. The school welcomes parents to share their child's success at our weekly assembly.

ASSEMBLIES – SPECIAL

Special Assemblies are primarily designed to showcase student achievement above and beyond those recognised at Weekly Assemblies. Special Assemblies are a chance to invite parents and families into the school to help share student success.

They are held towards the end of each term.

Special Assemblies take place in the School Hall. School Captains are responsible for leading the assemblies. Students are expected to sit in class groups accompanied by their teacher.

Special guests are invited to be a part of the official party. They might include a member of the school parent community, or a member of the wider community. Special guests are important to our assembly as they help present awards to our students.

CEREMONIES

At various times throughout the year, the school hosts or takes part in a number of special events. Each of these provides an opportunity to show civic spirit and to raise the profile of the school in our town.

Mungindi Show (August)

This is a major event on the Mungindi social calendar, and an opportunity for the school to showcase student work. A small team of staff are identified during Term 2 to help coordinate the submission of entries according to the Show Handbook (sent to the school by show organisers each year). Entries are gathered by the set date and passed on to the judges.

It is a regular practice that a group of selected students assist the Show committee, as junior show stewards, on the Friday of the show in setting up the Pavilion for displays.

Anzac Day

This is a major community event, with significant numbers of people attending. The school has a presence as both participants in the march and as entrants in Anzac Day essay writing competitions. The President of the RSL Sub-branch of Mungindi contacts the school during Term 1 to discuss the topic and arrangements for the essay writing competition. Classes are then invited to participate.

A wreath is ordered by the school and on hand for the School Captains to lay at the cenotaph in the grounds of the RSL Club as part of the ceremony. On the morning of the ceremony, students and supervising staff gather at the RSL Club. Students are lined up and the march is led by the School Captains. All students must be in school uniform to be eligible to march.

NAIDOC WEEK

NAIDOC week Celebrations occur during Week 10 of Term 2. The week begins with a flag raising ceremony and further activities are negotiated each year. The week promotes an awareness of the Aboriginal culture in the local community.



COLLECTING STUDENTS FROM SCHOOL

It is the school's responsibility to ensure that children are supervised until they are collected by parents or assigned adults.

Parents wishing to collect students from school prior to the normal end of the school day should advise the classroom teacher as soon as possible. This can be done via a phone call to the Front Office, a note sent from home with your signature, a text message to the front office or by fax to the front office. Before taking children home, parents are asked to sign a book at the front office.

Similarly, if you wish your child/children to be collected from school by another person, please advise the school of your request. Teachers have a duty of care not to allow a child to leave school with an unknown person.

COMMUNITY USE OF SCHOOL FACILITIES

The school is a unique resource in the community. Whilst its prime function is to serve as a place of learning for young people, it is also available for wider usage by community groups. This is a way of sharing the resource and strengthening the partnership between the school and the community.

Groups or individuals wishing to use the school's facilities should contact the Principal. A formal agreement will be entered into which outlines the obligations and responsibilities of both parties.

COMMUNICATING COMPLAINTS

The school prides itself on open lines of communication with parents and the community. If you are concerned about your child at school, you should make an appointment to see:

- The Classroom Teacher
- The Executive (e.g. Assistant Principal or Head Teacher)
- The Principal

It is the opinion of the school that concerns are best dealt with at a private and confidential meeting, in which a positive solution for both parties is achieved. If this is not possible, further meetings might be called involving support persons for both parties.

Should such a resolution still not be possible, parents can contact the District Office in Moree on 131 536.

EQUITY PROGRAMS

Mungindi Central School benefits from a number of State and Federal programs designed to promote equity for students.

NORTA NORTA

Funding exists for the meeting of the needs of Aboriginal students in the school. This funding supports Aboriginal students not meeting state averages in the NAPLAN test and funding can be granted to support each Stage ie. Tutorials.

NATIONAL PARTNERSHIPS

This funding supports staffing arrangements and training to improve the literacy and numeracy outcomes of students, a particular focus being the Aboriginal students at the school.

TRANSITIONAL EQUITY FUNDING

During 2013, the school will receive funding normally provided by Country Areas Program (CAP) and Priority Schools Program (PSP). This funding is to be incorporated in the school plan to help provide extra staffing and resources needed to improve the educational outcomes of the school.

PARENT PARTICIPATION

P&C and the AECG

The P&C and AECG are two important groups of dedicated parents and community members who meet every month.

These two groups have two main objectives:

- ◆ To provide a forum where parents can learn more about the way the school operates and express concerns and accolades for school activities. These groups provide an opportunity for parents to be actively involved in their children's education and to contribute to the decision-making process within the school.
- ◆ To raise funds to provide resources for students in the school which are unable to be purchased through normal school funding. These groups organise various fund-raising activities throughout the year.

New parents are always most welcome to join us.

Other forms of parental assistance:

As well as becoming an active member of these formal bodies, parents are encouraged to join our school in other ways, such as:

- ◆ Nominating for the School Self Evaluation Team
- ◆ Helping with reading
- ◆ Helping with Sport lessons – perhaps you've coached or played or simply enjoyed a sport!
- ◆ Accompanying students on inter-school visits
- ◆ Helping with Intensive Swimming School (Term 4)
- ◆ Helping with excursions
- ◆ Joining in the Home Reading Program
- ◆ Come along to special workshops to help your child learn at home
- ◆ Join a school committee or team – e.g. Excursion, Curriculum, Welfare
- ◆ Being a parent representative at conferences – e.g. Central Schools conference
- ◆ Joining in Working Bees for grounds improvement
- ◆ Volunteering your talents in areas useful to students – e.g. pottery, computers
- ◆ Helping out at school sports carnivals – perhaps as a timer or marshal

PARENT INVOLVEMENT

Parents are able to negotiate with the Principal, Head of Departments and Teachers with being involved in sports, in the classrooms etc; you will need to phone or come into the school to make these arrangements.

PARENTS AS CLASSROOM HELPERS

The involvement of parents as warm and caring educators in the classroom forms a valuable partnership between the home, the school and the community and develops positive student attitudes towards effort and achievement.

Participating parents need to follow specific guidelines to ensure that their efforts remain positive and effective.

Voluntary classroom helpers should make first contact with the classroom teacher or with the appropriate member of the Executive. Visits should be scheduled ahead of time to maximise the benefit for students. Each visit should begin with the helper signing on at the Front Office.

When in the classroom, helpers should focus their help on as many students as practicable. It is always useful to confer with the supervising teacher if in any doubt as to what to do. Remember, it is the teacher's sole responsibility to discipline children in the classroom.

Each student's behaviour and ability is a matter of confidentiality; concerns felt by the parent helper should be directed discretely to the supervising teacher and to them alone.

Government regulations now require schools to have voluntary workers complete a Prohibited Employment Declaration form coupled with Child Protection legislation, to ensure a safe and caring environment.

PERMISSION NOTES

LUNCH PERMISSION NOTES

Secondary students are able to leave the school for lunch if they present a permission note signed by their parent / carer. This note is valid for a school term and must be renewed at the beginning of each term. Students with permission to leave must comply with the specified lunch break times or their lunch pass will be cancelled for a period of time. When out of the school grounds, students are required to carry with them, a lunch pass, issued by the Front Office. Students must sign out of the school when they leave the school grounds and sign back in when they return.

SPECIFIC PERMISSION NOTE

All **excursions** require a specific permission note be signed. The note (on school letterhead) will state the nature of the excursion, the date/s, times, costs involved, any emergency medical contacts needed, the accompanying teacher and mode of transport. It will also contain the signature of the Principal and the organising teacher.

Sporting excursions occur regularly throughout the year. A note containing the information listed above will be sent home for signing by parents.



MUNGINDI CENTRAL SCHOOL PRESCHOOL

The Mungindi Central School Preschool was established to prepare children in the Mungindi community for entry into Kindergarten. The school was established in 1992 with funding from the Indigenous Education Schools in Partnership.

The Preschool is staffed by a full-time teacher and an Aboriginal Education Officer (AEO).

Operating Times

The Pre-school operates five days per week.

Monday – Friday 8:40 – 2:40

Children may only be allocated 3 days per week depending on the spaces available within the class. An appointment with the Principal is necessary to negotiate this arrangement.

Only Bus Children will be accepted at Pre-school before 8:40 each day, except under special circumstances where prior arrangements have been made.

Behaviour Policy

We have high expectations of behaviour at the Pre-school. Our behaviour management strategies focus on the positives, to encourage students to do the right thing. A full copy of the Behaviour Policy of the Pre-school is available upon request from the Preschool teacher.

Clothing Requirements

As creative play often involves paint, sand, water, soil, dough, etc., it is strongly advisable to send your child in play clothes that wash easily. Pre-school t-shirts can be ordered through the Pre-school at the beginning of each year.

Collection of Pre-school children

Children should be brought to and collected from the Pre-school by an adult. Parents are asked to bring their children into the Pre-school room to sign in at the beginning of the session and to sign out when collecting them at the end of the session. (Bus children are an exception).

Children must NOT come in from the street unattended.

Please notify the teacher of any change in the usual plan for collecting your child.

Parental Involvement

You are invited to become involved in your child's Pre-school education. Parents are always welcome! You can help by joining in a session, reading notices, attending PWT meetings, assisting at Morning Tea or Lunch time.

Items from Home

Bring along each day –

- ◆ Port / bag
- ◆ Hat
- ◆ Sheet and pillow marked with child's name
- ◆ Spare clothes
- ◆ Morning tea (a piece of fruit, drink)
- ◆ A packed lunch. Please do not send lollies, chocolates or fizzy drinks with your child.

NOTE: All items need to be labelled.

We would appreciate it if toys from home were limited (obviously those received on special days can be brought in for news).

The Program

The program offered facilitates the development of skills in the five key areas that make up the foundation learning areas:

The five key outcomes of the Preschool program are:

Outcome 1: Children have strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome3: Children have strong sense of well being

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

PRIMARY CURRICULUM

The Primary curriculum is centred on six Key Learning Areas:

- ◆ English
- ◆ Mathematics
- ◆ Science & Technology
- ◆ Human Society & its Environment (HSIE)
- ◆ Creative & Performing Arts (CAPA)
- ◆ Personal Development, Health, Physical Education (PD/H/PE)

Primary classrooms dedicate a significant proportion of time each day to English and Mathematics. In any given year, additional specialist teachers across the school may be involved in teaching Science & Technology, PD/H/PE and CAPA.

All KLA's have a technology focus, and a commitment to ensuring the curriculum meets the individual needs of students. The school is well equipped with computers and interactive whiteboards in every classroom.

Literacy and Numeracy are a high priority in our school. Students are tested at the beginning of the year and at the beginning of each term to determine the progress of students in their literacy and numeracy skills. This ensures that all students are working on achievable outcomes and all students are participating in a stimulating environment which promotes their growth.

Tutors funded through Norta Norta and Equity funding support the learning of students as well as encouraging each individual to reach their personal best. Extra tutoring is provided to support students reach stage appropriate outcomes.

SECONDARY CURRICULUM

The Secondary curriculum is centred around eight Key Learning Areas:

Stage 4 Mandatory

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ Technological and Applied Studies (TAS)
- ◆ Human Society & It's Environment (HSIE)
- ◆ Creative & Performing Arts (CAPA)
- ◆ Personal Development, Health, Physical Education (PD/H/PE)

NBSA- (Northern Border Senior Access Program) - Years 11 and 12

Students entering Year 11 & 12 become part of a network of schools referred to as the Northern Border Senior Access Program (NBSA). By combining the teaching skills and student numbers in four regional central schools – Boggabilla, Goodooga, Collarenebri and Mungindi – a comprehensive senior curriculum is possible. The NBSA has strong links with Technical and Further Education (TAFE) which offers access to teachers and course work of negotiated subjects such as: Information Technology Certificate I-II, Business Services Certificate II, Child Care Services certificate II, Hairdressing Certificate II, Screen II and Retail II.

SPECIALIST RESOURCES

The school has significant resources in the following areas:

- ◆ Fully networked computers with internet access to all rooms.
- ◆ Provision of broadband connection means that internet access is fast and reliable.
- ◆ Sporting equipment
- ◆ Well resourced library
- ◆ Significant literacy support resources
- ◆ Smartboards – interactive boards with internet connection
- ◆ Fully provisioned science laboratory, Art room and Hospitality area

Special features of the NBSA program include:

- ◆ An emphasis on the individual learning needs of students
- ◆ A pathway for students which allows for further studies and/or employment
- ◆ Vocational Education courses (Frameworks) which are nationally recognised
- ◆ Flexible learning methods to cater for mature-age and/or part-time students
- ◆ Using technology to facilitate learning and communication with remote sites in the NBSA program

For further information about Secondary organisation, please contact the Head Teacher Secondary Studies.

REPORTING TO PARENTS

Student Reports are given out at the end of Semester 1 & Semester 2 every year.

The school makes use of a range of reporting measures to ensure comprehensive and meaningful information on student progress communicated to parents.

Primary –

- Written reports at the end of each Semester
- Parent/teacher interviews at the end of Semester 1

Secondary –

- Written reports at the end of each Semester
- Parent/teacher interviews at the end of Semester 1

PERSONAL LEARNING PLANS (PLP's)

Personal Learning Plans are between the Parent, Student and Teacher where the child's goals and progress are discussed. These are Term 1 & 3 in the middle of these two terms.

A three way conference is held with parents, teachers and students which establishes strong links between the school and home. P.L.P.'s are generally scheduled for Term 1 and Term 3. All parents are strongly encouraged to attend. These important meetings are to help your child set realistic goals, discuss student achievements and to review the progress towards each goal midyear.

SCHOOL BUS

Two buses operate in Mungindi. They convey students to and from school each day. Details of the bus runs, eligibility and times of service may be obtained by contacting the proprietors, Mr John & Mrs Janelle Picton on 0267 532 383.

Children using the school buses are bound by a Code of Conduct and the local requirements – as determined by the School Bus Committee. Copies of these documents are available when children first catch the bus.

Picton's Bus Times

- | | |
|---------|--|
| 8:35 am | Morning drop off at Preschool Gate for all students. |
| 2:35 pm | Primary Students at Wirrah Street under Bus Sign. |
| 3:05 pm | Secondary Students at Front Office Gate in Wirrah Street |

STUDENT SUPPORT SERVICES

Mungindi Central School offers a range of support programs and services for students and their families.

Learning Support Team (LST)

The Learning Support Team (LST) is comprised of the Learning and Support Teacher (LaST), Primary and Secondary Teacher representatives, the Principal, School Councillor.

The Learning Support Team responds to teacher referrals for support individual students requiring learning and behavioural support as well as extension work. Students are placed on the caseload of the LAST teacher, they may work one-on-one with the LAST teacher or alternatively, the classroom teacher may feel that the best type of support requires the LAST teacher to support the student in class with their peers.

The Learning Support Team provides an individual program of support for the referred student which may include behavioural support, referral to the School Counselor or referral to various other agencies (e.g. Community Health, Speech Pathologist or Occupational Therapist). At regular intervals, the LST will set up case meetings to assess the progress of the student. These meetings often include parents, classroom teachers, and the student themselves.

The Learning Support Team is also responsible for the development of submissions to District Office each year seeking Integration Funding for students with disabilities. In turn, they are required to assist District Office support personnel in reviewing Integration programs operating in the school.

The Learning Support Team meets weekly to discuss the progress of individual students and to assess teacher referrals. Parents may make suggestions to classroom teachers for referral to the LST if they feel there is a need.

Learning and Support Teacher (LAST)

The allocation of STLA staffing to our school is dependent upon results of state-wide testings, such as NAPLAN (National Assessment Plan) as well as students identified with learning and behavioural needs.

The STLA teacher works closely with classroom teachers to develop a program of support for individual students.

Gifted & Talented Program

Students identified by classroom teachers as being G&T are referred to the Learning Support Team, who in turn, develops a program of support. A nominated staff member with an interest in this aspect of education is also responsible for co-ordinating access to other avenues of support.

School Counselor

Our school receives the services of a School Counsellor. Students are referred by classroom teachers or by parents. The School Counsellor visits each week. Secondary students can self-refer once a week to see the School Counsellor. Parental permission is required before the School Counsellor can speak with a Primary student.

The School Counsellor is involved in a range of support options for students. She is automatically involved in the re-entry of a student following a long suspension; she is involved in the assessment of students with disabilities seeking funding support from the Department; and she is available to counsel students meeting personal challenges.

Occupational & Speech Therapist

Depending upon availability, the school seeks the services of Occupational Therapists and Speech Therapists to work with students. Referral to such a service is through the Learning Support Team, or may come via a referral from the Community Health Service. Parents who believe or know that their child requires either of these support persons should advise the school upon enrolment.

Health Screenings

In conjunction with both New England Health Services and Queensland Health, the school can access a range of screenings for students. Hearing, sight, and dental screenings are held when available for targeted age groups. Secondary students participate in vaccination programs organised through Community Health. Families are advised of dates and permission notes are always sent out prior to the visit. Further information about these screenings can be sought from the Principal.

Home School Liaison Officer

The Home School Liaison Officer (HSLO) visits the school to carry out monitoring of the attendance patterns of identified students. As all attendance and non-attendance is recorded on the school's OASIS system, both District Office and State Office can access data on any individual student enrolled at Mungindi Central School.

The HSLO works from reports generated by OASIS, and/or from referrals submitted by the school. The HSLO encourages good attendance by all students, and visits the home of students whose attendance is of concern. The HSLO supports the school in developing strategies to support student attendance.

Aboriginal Education Officer

The role of the AEO is one of support for Aboriginal students in the school. The school has two full-time AEO's – one position is located in the Pre-school and another position supports students in K-12. The AEO is a liaison person to facilitate communication between the school and the Aboriginal community. They are also responsible for assisting teachers in developing culturally appropriate resources and strategies for Aboriginal students.

The AEO acts as a support person in interviews involving Aboriginal students, and is also available to support parents in such interviews.

STUDENT WELFARE POLICY

You Can Do It!

Mungindi Central School has imbedded a Program Achieve initiative called You Can Do It (YCDI) into the School's Welfare and Discipline Policy. The YCDI program identifies five 'foundations' or key attributes for success:

- Organisation
- Getting Along
- Persistence
- Confidence
- Emotional Resilience

The program focuses on developing an awareness of how to deal with emotions and stressful situations. Students from Preschool to Year 12 learn to identify and develop strategies in these foundations to achieve personal success in all aspects of their life.

Each foundation is supported by positive habits of the mind that all stakeholders of the school are encouraged to incorporate in their lives - at home, in the classroom and in their relationships with others.

Students, teachers and parents share a common language to discuss strategies to achieve success. YCDI images are visible in the classrooms and around the school. Scheduled YCDI lessons where students learn about the key foundations run from Preschool to Year 12.

Mungindi Central School Rules

- Respect: yourself and others
- Be on time and prepared for learning.
- Complete all tasks, including homework.
- Speak politely to everyone.
- Follow all instructions.
- Wear school uniform.

TECHNOLOGY

Mungindi Central School has a vast computer network including a computer room and computers in each classroom with internet access in all classrooms. In 2007, each major teaching area was equipped with a smartboard.

The Computer Lab is equipped with video-conference technology so that students can access specialist teachers in other schools and TAFE campuses. Many secondary students complete TAFE courses whilst still at school. This facility is also popular amongst community members as adult learners.

The School hall is equipped with a Connected Classroom which allows for large group access.

The school has iPads, digital video cameras and digital cameras available for classroom use.

IBM-compatible workstations are located in the Library, the Front Office and throughout the school.

All classes integrate the use of the computers and Smartboards into the daily learning program for every area of learning through out the school. All school courses contain a technology focus. External computing Skills exams are conducted in Year 6 and Year 12.

A Technology Committee exists at school to:

- ◆ Renew older computers regularly
- ◆ In-service staff on the use of the existing technology
- ◆ Troubleshoot technical problems as they arise
- ◆ Plan for future needs and 'hot spots' throughout the school
- ◆ Recommend and purchase educational software

INFECTIOUS DISEASES

If children contract an infectious disease we, recommend they stay at home until the infectious stage passes. This prevents other children from getting the disease and allows the child with the disease to recover fully. Depending on the nature of the disease, schools may notify parents/caregivers of the outbreak so that families are aware of the symptoms.

Do you need to keep your child at home if they are suffering from?

Chicken Pox

Yes, for the first 5 days after the rash first appears and until the blisters have all scabbed over.

Conjunctivitis

Yes, while there is discharge from the eye.

Glandular Fever

No, unless sick.

Hand, Foot and Mouth Disease

Yes, until the blisters have dried

Hepatitis A

Yes, for 2 weeks after first symptoms or 1 week after onset of jaundice.

Impetigo/ School Sores

Yes, until treatment starts. Sores should be covered with a water tight dressing.

Measles

Yes, for at least 4 days after the rash appears.

Meningococcal disease

Seek medical help immediately. Patient will need hospital treatment.

Mumps

Yes, for 9 days after onset of swelling.

Pediculosis (head lice)

No, as long as head lice management is ongoing.

Chemical solutions for head lice can be bought from your local pharmacy and you may have to treat bedclothes, hair brushes and combs as well as your child's hair. It may be a good idea to treat other members of the family as well. Managing head lice is an ongoing challenge for parents/caregivers and school communities. Advice from NSW Health indicates that resistance to head lice treatments appears to be increasing. The implications of this are that some children may undergo treatment with anti-lice lotions or shampoo and still have head lice. School communities may introduce 'head lice check days', where parents/caregivers check their children's hair on a specific day and treat if necessary. Weekly combing with a fine tooth comb using white conditioner is a recommended strategy when other treatments have not worked. Another recommended strategy is to comb through tea tree oil in your child's hair.



INFECTIOUS DISEASES (continued)

Rubella (German Measles)

Yes, until fully recovered and at least 4 days after rash appears.

Ringworm

Yes, until the day after fungal treatment is begun.

Scarlet fever

Yes, until at least 24 hours of treatment has begun and the child is feeling better.

Whooping cough

Yes, until the first 5 days of a specified antibiotic have been taken.

SICK CHILDREN

If your child becomes ill during school hours, they are referred to the First Aid person. A decision will be made as to whether: parents need to be called to collect the child, or if the child should spend some time in the Sick Bay; or, if the child is well enough to go back to class. Teachers always err of the side of caution in cases of a sick child and will seek First Aid support.

Please see the Administration Staff at the front office to assist you the in obtaining the specific forms needed for different types of leave, including exemption forms and absentee forms. You are able to phone the front office and speak to the Administration staff to let them know that when your child/ren are sick or if they need to have special leave. We can organize a meeting with executives to discuss sensitive and confrontational issues concerning your child's health.

PRIMARY SCHOOL UNIFORM

“It is the Policy of Mungindi Central School that all Students present in full school uniform.”



Boys



- Light Blue Polo shirt with School Emblem
- Navy Blue Jacket with school emblem.
- Grey School Shorts
- Grey Cargo shorts
- Navy Blue Tracksuit Pants
- Closed in boots or Track shoes.
- Grey socks
- School hat or cap



Friday

- Polo Shirt of house colour to replace Navy blue polo shirt.
- Navy sports shorts to replace grey cargo shorts.
- Track shoes only.
- Sports socks may be worn.



PRIMARY SCHOOL UNIFORM

“It is the Policy of Mungindi Central School that all Students present in full school uniform.”



Girls

- Blue & White Check Dress
- Light Blue Polo shirt with school emblem.
- Navy Blue Jacket with school emblem.
- Navy Tights
- Navy Blue School Skirt / Trousers / Shorts.
- Navy Blue Tracksuit Pants.
- Track Shoes may be worn with pants.
- White socks with black shoes.
- Sports socks on Friday.
- School hat or cap

Friday

- Polo Shirt of house colour to replace navy blue polo shirt.
- Navy Sports Shorts/Skirt or Navy Track Suit Pants.
- Track shoes.



SECONDARY SCHOOL UNIFORM

The Department of School Education supports the wearing of School Uniform and requires students to conform to acceptable minimum standards of dress.

We believe that School Uniform fosters equality, a sense of belonging and pride in the school. Wearing a school uniform reinforces the concept that students are in a learning environment and by wearing the uniform they are committed to learning.

Students should be aware that failure to meet these general standards would prevent students from being promoted to Level 1 of the School Welfare System.

Parents should be aware there are funds available within the school (Needy Student Assistance Scheme) to assist students who for financial reasons are unable to meet the uniform requirements.

ACCEPTABLE SCHOOL UNIFORM

- School Uniform should be worn at all times.
- All footwear must cover the entire foot in line with safety regulations. Thongs or similar open shoes are not permitted to be worn at school without prior approval from the Head Teacher
- A minimum of unobtrusive jewellery may be worn.
- Sloppy Joes with slogans other than the Mungindi Central School logo are not permitted.

GIRLS YEARS 7-12

Summer

White Blouse

Navy Canterbury Shorts

Winter

White Blouse

Long Navy pants or long Navy Track pants or Navy Skirt and knee high stockings

Navy blue Jackets with school logo



BOYS YEARS 7-12

Summer

Light Blue Dress Shirt

Grey Shorts

Winter

Light Blue Dress Shirt

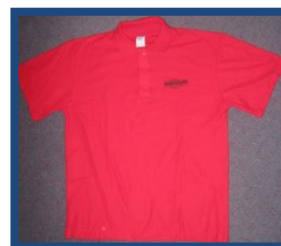
Long Grey Pants

Navy blue jacket with school logo

Sports

Red/Yellow Polo Shirt

Navy blue Shorts



Uniforms are available for purchase at school – Centrepay facilities are available upon request.

WHO'S WHO IN 2013



PRINCIPAL

Mrs Irene Harpham

INSTRUCTIONAL LEADER

Mrs Nicole Humphries

ASSISTANT PRINCIPAL

Mr John Melrose

HEAD TEACHER ACCESS - NBSA

(Years 11 & 12 Coordinator)

Mrs Michele Riddell

HEAD TEACHER SECONDARY STUDIES

Ms L'Amour Gina-Whewell

SCHOOL ADMINISTRATIVE MANAGER

Mrs Gail Smith

SCHOOL ADMINISTRATIVE MANAGER - NBSA

Mrs Kim Robinson

SCHOOL COUNSELLOR

Mrs Lyn Gunthorpe

SECONDARY

ENGLISH, VISUAL ART, MUSIC

Miss Tanya Ogg

HSIE, LOTE, ART, SOCIETY & CULTURE

Mrs Alison Picton

MATHS & PDHPE

Ms Heather Jamieson

CAREERS ADVISER

Mrs Belinda Brosnan

INDUSTRIAL TECHNOLOGY

Mr Peter Cook

SCIENCE

Mr Peter Cook

WHO'S WHO IN 2013



PRIMARY

PRE-SCHOOL

Miss Jennifer Cutcliffe

KINDERGARTEN / YEAR 1

Mrs Stacey Makila

YEAR 1 / 2

Mrs Virginia Hunt

YEAR 3 / 4

Mr Chris Fensom

YEAR 4 / 5

Mr Scott Herdman

SCHOOL ADMINISTRATION OFFICER

Ms Donell Harney

Miss Emma-Leigh Law

Miss Gemma Naylor

Technical Support Officer

Mrs Kay Eyles

AEO (Aboriginal Educational Officer)

Ms Natalie Prince

Mrs Lucy Thompson

TEACHER AIDE SPECIAL

Mrs Jennifer Montgomery

SLSO (Student Learning Support Officer)

Miss Gemma Naylor

Ms Rachel Naylor

Mr Ben Picton

Ms Jenny Prince

Mrs Anne Smith

Ms Leisa Spackman

Ms Kerry Wanstall

GENERAL ASSISTANT

Mr Grahame Armstrong

Appendix 2: Good for Kids Nutrition Guide

Good for kids
good for life

www.goodforkids.nsw.gov.au
Phone 1300 657 197

Good foods for kids!

✓ Recommended

Fresh, canned and dried	Mini fruit salad
Vegie sticks with dip e.g. hummus	Coleslaw
Vegetable slice/quiche/muffins	Melon balls
Frozen fruit pieces	Salad sandwich
Salad in a container	Fruit kebabs
Fruit muffins/scones/pikelets	Cherry tomatoes



* Not recommended

All varieties of potato or other vegetables cooked in oil (e.g. potato chips, gems, wedges, hash browns)
Fruit juice
Fruit straps/bars

Bread, cereals, rice, pasta, noodles

✓ Recommended

Breads: loaf, pita, Lebanese, fruit loaf, wholegrain, Turkish, wholemeal	Corn thins
Breakfast cereals	Scrolls
Rice	Cous Cous
Pasta	Noodles
Pikelets/pancakes	Rice cakes
Air-popped popcorn	Crumpets
Pasta or rice salad	
Low fat savoury biscuits	



* Not recommended

Low fibre, high sugar or salt breakfast cereals (e.g. Nutrigrain, Cornflakes, Special K, Coco Pops, Fruit Loops, Frosties)
Pastries e.g. croissants
2 minute noodles
Muesli or cereal bars
Processed or high fat/sugar cakes or biscuits
Coloured, buttered or salted popcorn
Mini packets of sweet biscuits (not just those with chocolate!)

Lean meat, fish, chicken, eggs, nuts, legumes

✓ Recommended

Lean cuts of beef or lamb	Lean cuts of chicken, fish, pork, veal
Sandwich filling (ham, roast beef, tuna, chopped chicken, salmon)	Hard boiled egg
Baked beans	Leftover stir fry
Mini quiche	



* Not recommended

Processed meats such as: sausage, devon, cabanossi, chicken roll, pastrami, salami, bacon, frankfurters
Crumbed or battered beef or lamb
Sausage rolls or pies
Hamburger patties
Fish fingers, fish cakes or fish burgers
Crumbed or battered chicken, fish, pork or veal
Chicken nuggets, chicken patty, chicken fillet

Milk, yoghurt, cheese

✓ Recommended

Plain milk	Grated cheese in sandwiches
Yoghurt	Custard
Cheese sticks	Cheese cubes in salad



* Not recommended

Flavoured milk	Ice cream
Flavoured custard	Sour cream or cream
Dairy desserts or puddings	

Drinks

✓ Recommended

Water
Plain milk



* Not recommended

Cordial	Soft drinks
Flavoured mineral waters	Sports drinks
Energy drinks	Flavoured milk

ACTIVITIES

Throughout the year we have activities such as Swimming Carnival – Term 1, Sports Carnival – Term 2, Education Week, NAIDOC Week –Term 2, and others, as dates change around those specific activities we will keep our Website and Newsletter updated for you to see the specific times and dates. See Page 8

PAYMENTS

Payments for uniforms, secondary books and fees can be paid for by cash, Centrepay or Direct Deposit into the school account.

Mungindi Central School

BSB: 032 001

A/C #: 143 827

CANTEEN

Provisions for a canteen are currently being negotiated.

WELFARE DAY INFORMATION

Welfare day will be held once a term with one major excursion negotiated at the beginning of every year.

EXCURSION POLICY

This is currently being updated and will be put into this handbook on its completion.

P & C / AECG

P & C meeting will be held on the 2nd Wednesday of every Month at 5:15pm for a 5:30pm start, the AGM is the 2nd Wednesday of October. Please see the Website and our Newsletter.

Email: mungindicentralpandc@y7mail.com

P & C Executive

President	Kerry Wanstall
Vice President	Katrina Jeffries
Secretary	Lyn Dykes
Treasurer	Judy Brymer



**MUNGINDI CENTRAL SCHOOL
59-67 WIRRAH STREET
MUNGINDI NSW 2406**

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FAX: 02 6753 2346

EMAIL: mungindi-c.school@det.nsw.edu.au

WEBSITE: www.mungindi-c.schools.nsw.edu.au