



St George School 2019 Newsletter

Diana Murphy, Principal

Date: 22 February 2019

Key Dates:

**Maritime Museum
incursion
Friday 1 March**

**P&C Meeting
Thursday 7 March at
11.30am**

**Harmony Day
Thursday 21 March 2019**

**Coffee & Chat
TBA**

**Primary Classes Easter
Hat Parade
Thursday 11 April**

**Last day of term
Friday 12 April 2019**

**First day term 2 for
students
Tuesday 30 April 2019**

Message from the Principal

Dear Parents/Carers

I trust the term is progressing well for your child and yourselves.

The beginning of the year is a busy time for setting up classes, establishing class timetables, setting personalised learning plan meetings, reviewing health care plans and mealtimes procedures and looking at best practice in supporting your child during personal care. Your support and input is sincerely appreciated

Since our last newsletter we have welcomed Harry Doyle to our school. Harry has had a good start to St George School having transferred from another special school.

Payment options at St George School

There are various ways families can make payment to the school, as required:

- 1) POP (parent online payment) – on the school website, click on Make a Payment
<http://www.stgeorges.schools.nsw.edu.au/>
- 2) Eftpos, if visiting the school
- 3) By phone for credit card payment
- 4) Cash
- 5) Cheque.

Direct deposit, electronic funds transfer is not available as an option.

First term P&C meeting

Our first term's P&C meeting will be held on Thursday 7 March. Please note that it was moved back a week from our last advice. I will send a reminder at the beginning of the week of the meeting.

The P&C plays a critical role in the operational aspects of St George School as it supports the school's operation of 7 bus runs.

The St George School P&C are enlisting membership for the 2019 school year. Membership costs \$2 for the year. It is not necessary to attend the meetings to be a member.

Your support of the P&C is appreciated. The application for membership is included in this newsletter.

School Community Charter

The NSW Department of Education has recently released its School Community Charter which outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

Information from the department is included in this newsletter.

Personalised Learning Plan meetings (PLP)

Yours child's PLP meeting provides the basis for meeting your child's learning priorities for the year. As educators, we are required to support your child's learning in meeting curriculum outcomes. The meeting assists teachers to address your child's individual learning and wellbeing priorities. It also provides the opportunity to review your child's health care plan, physical management issues and/or therapy recommendations. Where necessary, teachers will discuss the class timetable and most suitable times for any therapy support provided through NDIS funding.

Coping with loss

There are many pressures on families who have a child with a disability. It is important to know that some emotions are normal. If families are feeling overwhelmed, guilty or confused, there is help. You may wish to contact Lifeline on 13 11 14 at anytime, 24/7.



Happy Birthday to our February birthdays

Jaxon Crittendon who
turned 8 on the 4 February

Jamila Diab who turned 5
on the 4 February

Bella Rose Thiel who
will turned 8 on the 11
February

Johanna Hammoud who
will be turning 5 on the 12
February





Celebrating Ability

Student Assembly Awards

Congratulations to our award recipients for the first assembly of the year:

Jamila Diab for transitioning well into Primary 1

Shafia Diab for fantastic progress using her walker

Jaxon Crittenden for settling well into his new class

Allegra Watkins for being happy to be back at school. Communicating with smiles and vocalisations to new class staff

Adania Evans for settling happily into the new school year

Eloise Barth for her enjoyment and engagement during painting.

James O'Malley for settling in well to his new class and school and

enabling staff to have a great time getting to know each other

Matthew Chiotis for settling into his new class with humour and patience and demonstrating resilience; dealing with new friends, new teachers and new routines.

Ruby Balkwell, Lauren Green and Julia Wainwright for a great start to the new school year.

Congratulations to our award recipients for the assembly held this week on 19 February:

Johanna Hammoud for a happy and positive attitude towards starting school

Hengkai Ye for being very social in the playground with his peers and using gentle hands

Harry Doyle for a smooth transition to St George School and settling in well.

Joshua Welch for standing independently to touch the IWB

Samuel Sirio for having a positive and adaptive attitude to class changes.

Mouemin Hammoud for initiating holding his spoon and scooping his lunch

Dominic Cheuk for excellent effort during swimming

Jay Smith for learning to count in 10s and remembering from 10 to 60

Ruby Balkwell for her positive engagement with our volunteer in the pool last week

Ismail Flewellen received the primary sports award for following directions to 'push' the bowling ball down the ramp

Brett Houdek received the secondary sports award for scoring 120 in his first bowling session of the year

Kevin Yun received a library award for engaging in text and active listening skills

Hailee Scifleet received a library awards for Listening to the story 'Weirdo' and responding to questions relating to the story.



School Community Charter

 **Collaborative. Respectful. Communication.**

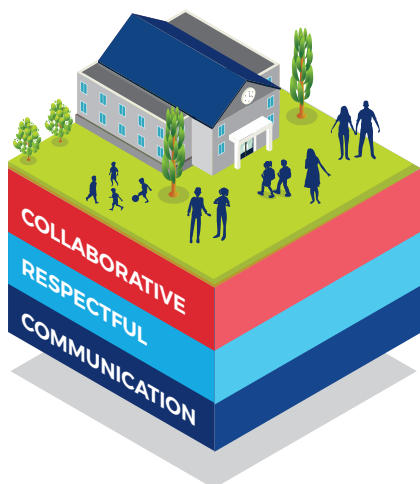
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
a part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

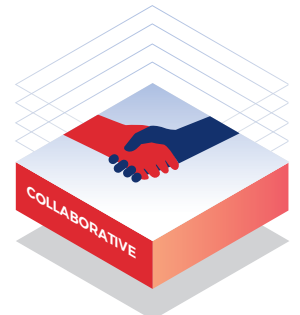
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au

Everyday Independence

SPEECH PATHOLOGY • PHYSIOTHERAPY • OCCUPATIONAL THERAPY



WHY CHOOSE EVERYDAY INDEPENDENCE?

- We focus on your goals and what is important to you
- We come to you where you live, learn, work and play
- We deliver evidence-based therapies that achieve results that are meaningful to you
- We use a team-based approach providing the right therapy, at the right time to achieve your goals
- We have over 20 years experience and have supported thousands of people to achieve their goals and enjoy an everyday life.

Everyday Independence is a therapy organisation driven by a passion to support people to reach their potential and enjoy an everyday life.

We support people at every life stage and during those important transition periods in a person's life. Our occupational therapists, physiotherapists and speech pathologists focus on personalised and meaningful outcomes.

People develop and grow when they are engaged in activities that are relevant to them. This is why our therapy is focused on what is important to you and importantly is delivered where you live, work, learn and play.

How can we support you?

We will work with you to build on your strengths and address the things that aren't working for you to build your capacity and help you participate more fully in all areas of your life.

The aim of therapy is to support you to bridge the gap between what you can do now and where you can potentially be. This might be improving how your body functions, finding the right tools that will help you overcome challenges or helping you build the skills and behaviours you need to achieve your goals.

Our focus is to empower you and your support network to be in control of your therapy and keep practicing and improving beyond every therapy session. It's when your therapy is integrated into your daily life routines we see the fastest and best results.

Who we support

We support people of all ages including:

- young children who will benefit from early intervention to achieve their milestones
- children
- teenagers
- adults
- older adults
- parents and carers of people living with a disability.



everyday independence

What to expect in your first therapy session



TELL US ABOUT YOURSELF

We want to know what is important to you.

- Tell us your strengths and what is already working for you.
- What isn't working for you at the moment?
- What do you need help with?
- Who are your support network? Family members, friends, or a carer and how they can be part of your therapy journey.

SETTING GOALS

What do you want to achieve from your therapy?

If you are an NDIS participant your therapy goals will align with your NDIS goals.

THERAPY PLAN

Your big goals won't happen overnight, but by breaking them down into a series of smaller achievements you'll see a clear pathway to reach them.

Your plan includes the types of therapy we will provide and also the role of other people in your therapy. It will be clear how your therapy funds will be allocated and other ways you can work towards your goals.

SERVICE AGREEMENT

This is really important document that explains how we'll work together. It includes what you can expect from us and what we expect from you.

HOW WE WORK TOGETHER

If in doubt ask a question.

If things aren't working for you tell your therapist – we want to know about the problems so we can address them.

Put priority on doing the activities you have agreed on with your therapist. The real magic happens in between therapy sessions.

At the end of every session we will check in to see if we have achieved our purpose and agree to what happens next.



everyday independence

www.everydayind.com.au

1300 179 131



Quick Member Info

MEMBERSHIP INTEREST FORM

The **St George School** P&C Association is a not-for-profit Organisation which is established to promote the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation and to assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school.

Membership of the **St George School** P&C Association is open to all parents and guardians of pupils attending the school and to all citizens. **St George School** P&C Association is always keen to welcome new members.

Meetings are held every **term**. Annual membership is **\$2.00** and entitles you to be involved in the decision making of **St George School** P&C Association even if you are unable to attend meetings. When you become a financial member you agree to follow the Constitution, by-laws, Code of Conduct and sub-committee rules as adopted by the **St George School** P&C Association.

If you are interested in becoming a member please complete the form below and return to school. The **St George School** P&C Association thanks you for your interest.

Ron Watson
President

NAME: _____ (PLEASE PRINT CLEARLY)

PARENT / CITIZEN (CIRCLE AS APPROPRIATE)

CONTACT PHONE NUMBER: _____

I include a payment of **\$2.00** to become a financial member of the **St George School** P&C Association.

SIGNED: _____

DATE: _____