Griffith North Public School

Griffith North Public School provides an attractive, stimulating, organised learning environment where students feel safe, valued and respected. Students are encouraged to be actively involved in and enthusiastic about their learning, to display pride in their achievements and to take responsibility for both their learning and their behaviour. The school's culture focuses around the values of responsibility, excellence, democracy, integrity, care, cooperation, fairness, participation and respect. Through a balanced curriculum it provides opportunities to enable all students to achieve at their optimum performance level. There is an emphasis on providing a high standard of teaching and learning in literacy and numeracy as well as a wide variety of sports and extra curricula activities such as choir, public speaking, debating and dance. We provide opportunities for the use of technology in all Key Learning Areas in all Years K-6. Griffith North Public School is very proud of the strong partnership that exists between its students, parents and teachers working together.
School Code: 4027
Class of School: PP2
Address: 2 – 14 Boonah Street
GRIFFITH NSW 2680
Telephone: (02) 6962 1043
(02) 6962 1404
Facsimile: (02) 6964 1453
Email: griffithn-p.school@det.nsw.au
District: Riverina West
Superintendent: Mr Peter MacLean
Department of Education and Training
NSW Government Office Block
104 – 110 Banna Avenue
GRIFFITH NSW 2680
School Council: President: Mr Peter Jones
Meetings: 2nd Monday of the month
(8 meetings per year)
P & C Association: President: Mr Tim Redway
Secretary: Mr Donna Snaidero
Treasurer: Mr David Robinson
Vice President: Mr Travis Payne
Publicity Officer: Robyn Murphy
Meetings: 1st Thursday of the mo
Welcome!

Welcome to Griffith North Public School. We hope that your family’s association with our school will be a period of growth in the many important areas of education.

As the school is only part of a child’s total educational program, we look forward to developing close co-operation between home and school. Indeed, the home and school must be partners in education for all to benefit.

Our school aims to develop its students as broadly as possible. Along with intellectual development, we aim to achieve in students social, moral, emotional and spiritual growth. Such values as honesty, respect, courtesy and fair play form part of the school’s aims.

Whilst this booklet aims to assist parents to understand Griffith North Public School’s broad philosophy, its organisational requirements and functioning, parents should at all times feel free to contact the school when information, clarification, support or assistance is required. With parental support, the home and school can become strong partners in education.

Best wishes,

Julieanne Bristow
Principal
Enrolling at School

1. All children whose fifth birthday falls before August 1st are able to commence school at the beginning of the school year.

2. Proof of age must be provided before a child can be enrolled at school. This proof of age may be a Birth Certificate, Passport, Baptismal Card, Clinic or hospital record.

3. Parents are also required to present an immunisation record.

4. Where a student is transferring from another school, a Transfer Certificate from that school should be provided.

5. This school also asks that evidence of residential address be provided. This may be in the form of a document in the parent’s name such as: rental receipt or telephone account.

Students Transferring from the School

When a student is transferring to another school, a Transfer Certificate should be obtained from the School Office.

Non-Local Enrolments

Parents who reside outside the school’s defined local area may apply to enrol their children at Griffith North. An enrolment may be granted to non-local applicants if sufficient accommodation is available at the school. This will be determined by a Placement Committee comprising of the Principal, the Assistant Principals Infants and teachers.

This school’s local area is defined as being bounded by Illilliwa St to the east, the railway line to the south and west, and Dickson Rd, to the north-west.

Changes to Enrolment Information

It is important that the school be advised immediately where there are changes to the information provided on enrolment. Such items which may change are:

- address;
- contact telephone number
- the name of the emergency contact:
- changes to the family (such as a new child, change of partner's name, separation of parents and who is care giver).
**School Uniform**

The school’s community has strongly endorsed the policy that all students attending Griffith North Public School should wear the school’s uniform. Where a student does not wear uniform it is expected that parents will provide a written explanation. Students who do not wear uniform may be precluded from participating in school excursions or from representing the school if parents have not provided an acceptable reason. Parents experiencing genuine hardship in providing the correct uniform should discuss the matter personally with the Principal.

A clothing pool operates at the school and parents are asked to support it by donating items of uniform for sale and/or purchasing uniforms from the clothing pool.

All uniforms can be purchased at Lowes in Banna Avenue.

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<thead>
<tr>
<th><strong>Boys Winter</strong></th>
<th><strong>Girls Winter</strong></th>
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<tbody>
<tr>
<td>Grey shirt or Red skivvy</td>
<td>Grey tunic</td>
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<tr>
<td>Grey trousers</td>
<td>Grey pants</td>
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<tr>
<td>Grey track pants</td>
<td>GNPS sloppy-jo</td>
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<td>GNPS sloppy-jo</td>
<td>Black shoes</td>
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<tr>
<td>Black shoes</td>
<td>White socks or</td>
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<tr>
<td>GNPS jacket</td>
<td>Grey tights</td>
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**GNPS jacket**

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<thead>
<tr>
<th><strong>Boys Summer</strong></th>
<th><strong>Girls Summer</strong></th>
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<tr>
<td>Grey GNPS shirt</td>
<td>GNPS school dress</td>
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<tr>
<td>Grey shorts</td>
<td>Black shoes</td>
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<tr>
<td>Black shoes</td>
<td>White socks</td>
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<tr>
<td>Black sandals</td>
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<tr>
<td>Grey socks</td>
<td>Yrs 5&amp;6</td>
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<tr>
<td></td>
<td>White polo shirt</td>
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<td></td>
<td>IPS Skirt</td>
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<tr>
<th><strong>Boys Sports Uniform</strong></th>
<th><strong>Girls Sports Uniform</strong></th>
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<tr>
<td>Red GNPS polo</td>
<td>Red GNPS polo</td>
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<tr>
<td>White shorts</td>
<td>White shorts or White skirt</td>
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<tr>
<td>White socks</td>
<td>White socks</td>
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<tr>
<td>Black track pants</td>
<td>Black trackpants</td>
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<tr>
<td>Sports shoes</td>
<td>Sports shoes</td>
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School Hat:

A school **red or grey** broad brimmed is part of the uniform for all students. **The hats are available from the school canteen.** Students not wearing a hat will be required to sit in the shade. All items of clothing as well as personal property should be clearly marked with the student’s name.

Free Travel to School:

All students enrolled in Kindergarten, Year 1 and Year 2 are eligible for free travel to school from their home address.

Any student who lives outside a 1.6 km radius from the school is eligible for free transport to school. Parents should enquire at the school office if they require information about eligibility for free travel.

School Telephones:

The school has two telephone lines: 6962 1043 and 6962 1404. Please use 6962 1043 where possible. Both lines operate through the school office. The school’s fax number is: 6964 1453.

Parents are requested to use the telephone to make appointments with teachers or have messages conveyed to students. Please do not ask to speak to class teachers during lesson times.
School Organisation

Class Structure

Classes in the school will be organised so as to maximise the educational benefit each student receives. Class organisation may vary from year to year dependent upon factors as the school’s staffing allocation by the Departmental of Education and Training (which is determined by actual enrolments) and the pattern of enrolments in the school. All that is possible will be done to ensure that each student is placed in the class or group best suited to his/her stage development. Classes generally will be parallel, not graded, and will be remixed at the commencement of each school year. {Parallel means that where there are, say two Year 5 classes, each class will have be of similar ability.}

School Hours

Classes commence at **9:15 a.m.** each day.  
Students should be ready to assemble by **9:10 a.m.** each morning.  
Recess is taken between **11:15 a.m.** and **11:35 a.m.**  
The Lunch period is from **1:05 p.m.** to **2:00 p.m.**  
Classes cease at **3:15 p.m.**

There have been cases where students have arrived at school as early as 8:00 a.m. As teachers are not required to be on duty until half an hour before lessons commence, there is no roster supervision before that time. Therefore parents sending their children to arrive at school earlier than one half hour before lessons commence could be putting their children at risk. 
Sporting equipment will not be issued and is not to be used before 9:00 a.m. on any day.  
Students are not to remain at school after 3:30 p.m. unless under the direct supervision of a teacher. Outside normal school hours students should not be in the school grounds, especially during school vacations.

Collection of children

There are “Drop Off” Areas in Boonah Street and Kooba Street. These Zones have time restrictions of 2 minutes. Parents may park in Macarthur Street and Yoolooma Street. There is some parking in Kooba Street. Please ensure that the correct gates are used to enter and leave the school.. 
There is a crossing supervisor at the Boonah Street Crossing. For safety reasons children walking to and from school should use this crossing or gate as it is fully supervised by a trained person.
**Students Leaving School Grounds**

No students will be permitted to leave the school grounds without written permission of his/her parent. This regulation applies to students participating in sport, in an excursion or going home for lunch.

Where a student has permission to go home and return in time for the recommencement of lessons, s/he must not go to the home of another student for lunch unless the parent gives written consent for this to occur.

**Excursions and Visits**

Students learn not only in the classroom but from a wide variety of experiences. Therefore participation in educational excursions and visits arranged as part of the school program is strongly encouraged. Parental consent in writing for participation in such excursions is essential. If written consent is not received, the student may be excluded from the activity.

Visits from performers form part of the school’s cultural development program. Such performances are approved by the Department of Education and Training which licences the performance for presentation in schools.

**Attendance**

Regular attendance at school is essential for students to maintain satisfactory progress. Research has shown that it takes three days to school make up for one day’s absence. The law in NSW states that all children between the ages of six and fifteen years of age are required to attend school regularly (Education Reform Act, 1990). It is the responsibility of parents or caregivers to make sure that their children attend school every day.

Student absence from school must be explained in writing. When a student is absent from school for all or part of a day a note signed by the parent or caregiver must be sent to the teacher. Lateness from school is regarded as partial absence and requires an explanation.

Where attendance is irregular or unexplained the Home School Liaison Officer may be called to assist the school in ensuring maximum attendance is maintained.
Medical Problems

If any student is suffering from a medical problem, which may affect him/her at school, the school should be notified. This applies especially to allergies (such as bee stings and asthma), which could require urgent attention. At the time of enrolment parents are requested to supply as much information as possible regarding the medical condition so a Health Care Plan can be developed. This plan may include information such as: action to be taken in an emergency, who should be called first in an emergency, doctors name and number.

Prescribed Medication

Where a student is required to take prescribed medication at school there must be written authority given by the parent. In such cases the medication is to be left in the care of the School Administration Officer who will supervise its administration. Parents are required to deliver and collect the medication each day as required. For such medication only sufficient for the days’ needs of the child should be sent to school (e.g. two tablets, not the whole bottle) and the direction clearly given in writing (e.g. “one tablet to be taken with water at 12 noon”).

The school has two nebulisers for use by asthmatic students in an emergency. Parents requiring regular use of the nebuliser for their children are free to come to the school and supervise their child’s use of the nebuliser. School staff cannot accept the responsibility for supervision of regular use of nebulisers.

Where a student becomes ill at school he/she may spend some time in sick bay. In such cases the school will advise the parent in writing of the nature of the illness of which the student complained and the period spent in sick bay. In cases where a child is obviously too ill to remain at school the parent, or the emergency contact, will be advised by the school.

Children who are sick or “off colour” before school should not be sent to school in the hope that they will “probably feel better later”. If sickness before school is felt to be caused by tension related to a school activity, parents are strongly advised to discuss the matter with the class teacher or Principal.

The school pays an annual ambulance subscription so in emergencies an ambulance will be called.
Infectious Diseases in Children

**CHICKEN POX:**
Exclude for five days after the first spots appear.

**GERMAN MEASLES:**
Exclude for at least six days from the appearance of the rash.

**MEASLES:**
Exclude for five days from the appearance of the rash.

**HEPATITIS:**
Readmit to school on receipt of a medical certificate.

**WHOOPING COUGH:**
Exclude for three weeks from the onset of the whoop or return on production of a medical certificate.

**MUMPS:**
When fully recovered; at least one week from the onset of the swelling.

**SCABIES:**
Exclude from school until appropriate treatment is begun.

**PEDICULOSIS: (head lice or nits):**
Exclude from school until the hair is completely clean, neither lice nor nits being present.

**ACUTE CONJUNCTIVITIS:**
Exclude until discharge from the eyes has ceased.

**SEPTIC SORE/SCHOOL SORES:**
All sores must be covered by a clean bandage.

**RINGWORM:**
Exclude until appropriate treatment is commenced. After treatment is commenced the affected area should be covered.
**Weekly Newsletter**

A weekly newsletter is sent to each family with the eldest child on Thursdays. Its purpose is to inform parents of happenings at the school, invite them to special functions, notify of parents meeting, and convey other items of general interest.

**Home – School Communication**

Communication between home and school is a two-way process. Communication is always primarily in the interest of the student. Whilst the school does not wish to intrude into the home and family life of the student or parents, it is important that information which will have an affect on the emotional, social or physical well-being of the student be conveyed to the school.

**Information sought by the school relates to:**

a) **Change of address or telephone number:** *This is important.* Failure to notify a change may delay contact if a student becomes ill or is injured at school. The name, address and telephone number of an emergency contact should be held at school. Changes to the name of the emergency contact should also be notified to the school office.

b) **Illness and Injury:** So that consideration can be given to students with special medical problems, parents should advise the school of any condition which requires special consideration while a student is participating in any school activity.

c) **Changed family circumstances:** Changes to family situations can often cause changes to the behaviour and learning patterns of a student. Such events as births, deaths and separation of a partnership are personal but should be notified to the school principal so that student behaviour can be fully understood.

**Reporting to Parents**

Formal reports and optional Parent/Teacher interviews are provided in Term 2 and formal reports are prepared for Term 4. If there is concern at any time about a student’s progress, parents should contact either the class teacher or school principal without delay to discuss the concern. Teachers who are concerned about aspects of student progress or behaviour will request a parent interview when necessary.
**School Assemblies**
Parents are encouraged to attend weekly assemblies that are held in the School Hall.
K – 2 assemblies are held on Wednesdays at 12:30 p.m. and Years 3 – 6 classes assemble on Tuesdays at 12:35 p.m.
Parents will be notified of whole school or special assemblies, or of any changes to assembly times, through the school newsletter.

**Sport**
It is the policy of the school that each (Year 3 – 6) student participates in the school’s sport program.
Sport day for Primary (Years 3 – 6) students is Friday. It is expected that students will wear correct sports uniform on that day. (When the sports uniform is not available normal school uniform should be worn).

**Parent and Community Organisations**

**The GNPS School Council**
An eleven member School Council operates at our school. Four parent members are elected annually to the Council which has an important role in setting the direction and priorities for the School. It meets a minimum of eight times each year.

**The GNPS Parents’ and Citizens’ Association**
The Griffith North P&C Association meets on the first Thursday of each month at 7:30 p.m. in the School Library. Reports are given to this meeting of school activities and discussion takes place on aspects of school policy and its development. Importantly, the meeting provides an opportunity for parents to meet other parents of the school. The supportive role of the school’s community is recognised as being highly important in the current educational sphere. Parents are therefore urged to attend these meetings and participate as fully as possible in the Association’s program.
Services for Students

SCHOOL LIBRARY

Our school library is a source of pride to our school. It has well filled shelves and provides a delightful atmosphere in which students may read and research. It is fully managed by the OASIS computer system. The library is a resource centre for the school and its collection enables students to carry out meaningful research from its audio visual resources as well as from print material. The computer room is also located in the library.

SCHOOL COUNSELLOR

The District School Counsellor (DSC) may be involved in assisting with the educational program provided for students. This support may be in the form of assessing the special needs of the student, seeking special support from an outside agency, assisting with the development and monitoring of special programs, or supporting the class teacher in management of a student. Before any student is assessed by the DSC, parental consent will be sought. Parents who feel that they would benefit from the support or advice of the District School Counsellor are invited to make an appointment for an interview through the School Office.

DENTAL CLINIC

A dental clinic is situated at the Griffith Base Hospital. The clinic provides a free service for children attending primary schools. The Clinic’s phone number through the Hospital’s switchboard is 6969 5555.

CANTEEN

The School Canteen operates daily. It aims to provide students with a nutritious lunch as cheaply as possible. The canteen follows closely the Guidelines recommended by the Department of Education and Training. Supervisors are employed to manage the canteen, however, the support of parents is essential. Your assistance is always needed and parents are urged to support the school through filling a place on the volunteer helpers’ roster for one half-day each month.

STUDENT BANKING

The Commonwealth Bank provides a student banking service each week. Students are encouraged to use this service so that they will develop a positive attitude towards managing money. School banking day is Tuesday.
EDUCATIONAL PROGRAMS

There are 6 Key Learning Areas (KLAs) supported by a syllabus and curriculum documents. K-6 syllabus documents are organised in broad stages that describe the sequence of learning experiences through which students will progress.

These stages are:
- Early Stage 1 – (Kindergarten)
- Stage One – (Years 1 and 2)
- Stage 2 – (Years 3 and 4)
- Stage 3 – (Years 5 & 6).

The Key Learning Areas are:

ENGLISH

English is the Key Learning Area where students develop knowledge, skills and understandings about English language and literature.

The English K-6 Syllabus is based on an approach to language that describes the ways that people use language. We use language for three main purposes:
- to interact with others;
- to create an interpret texts; and
- to develop understandings about the world and ourselves.

This approach to language enables teachers and students to explore and analyse how language works in different contexts.

In the syllabus, the word text is used broadly as any communication, written or spoken or viewed, involving language. It will include picture books, novels, newspapers, letters, conversations, speeches, performances of plays, feature films, television programs, computer graphics, CD-ROMs and advertisements.

At GNPS we love to read
Competence in English will enable students to learn about themselves, their own and other cultures, to communicate their thoughts and feelings, to participate in society, to make informed decisions about personal and social issues, to analyse information and viewpoints, and to use their imagination.

The aim of the English K-6 Syllabus is to encourage positive attitudes towards learning English, to develop students’ ability in using language effectively and to enable critical reflection on how language works.

When children take part in English learning experiences in the syllabus they will develop the ability to:
- talk
- listen
- read
- view
- write
- spell

The aim of the English K-6 Syllabus is to encourage positive attitudes towards learning English, to develop students’ ability in using language effectively and to enable critical reflection on how language works.

Children develop confidence using spoken language as they learn to talk and listen for different purposes. Talking enables children to clarify their ideas, explore issues, solve problems and develop understandings in all key learning areas. Learning to read is a complex process. For children to read well, they need to develop a range of reading strategies. Reading and writing are closely connected. When children learn to read and write, they learn about how language is used for different purposes and audiences.

Children will learn to create and interpret a range of literary and factual texts. They will also learn about the structure and grammar of these texts. Throughout the years of primary school, children will explore a range of literature that will include Australian literature, literature from other cultures, contemporary literature, poetry, everyday texts and media texts.

**MATHEMATICS**

Mathematics is the study of number, patterns & algebra, space & geometry, data and measurement. Most particularly, it is:
- a search for patterns and relationships. This search, utilising acquired knowledge and skills, leads to the development of concepts and generalisations which can be applied in finding solutions to problems, improving our understanding of the world around us and meeting specific needs;
- a way of thinking characterised by processes such as exploring,
manipulating, discovering, ordering, classifying, generalising, abstracting, estimating, calculating, predicting, describing, deducing, drawing and measuring;

- a powerful, precise and concise means of communication used to represent, to interpret, to explain and to predict; and
- an activity that involves invention, intuition and discovery.

Mathematics K-6 stresses some important ideas about the teaching of mathematics. Its aims to promote:

- positive attitudes in children towards learning mathematics;
- a sound understanding of mathematics;
- the ability to recognise mathematics in everyday life and apply it to solve real life problems;
- the use of appropriate mathematical language through talking, reading and writing;
- an appreciation of technology;
- the ability to be creative in mathematics, and
- the capacity to respond to challenging situations which encourage accuracy and excellence appropriate to the child’s stage of development.

Mathematics K-6 recognises that parents play a vital role in the way that their children learn mathematics.
SCIENCE AND TECHNOLOGY
Science and Technology is the learning area in which all students learn about the natural and made environments by investigating, by designing and making and by using technology. The aim of the Science and Technology K-6 syllabus is to develop in students, competence, confidence and responsibility in their interactions with science and technology leading to:

- an enriched view of themselves, society, the environment and the future and,
- an enthusiasm for further learning of science and technology.

Students will develop their knowledge and understandings of:

- Built Environments;
- Information and Communication;
- Living Things;
- Physical Phenomena;
- Products and Services;
- The Earth and Its Surroundings;
- The process of investigation that people use in order to develop reliable understandings of the natural and made environments;
- The process of designing and making that people use in order to satisfy their wants and needs, and
- The technologies people select and use and, how these technologies affect other people, the environment and the future.
Human Society and Its Environment K-6 syllabus (commonly referred to as HSIE) is the Key Learning Area where students develop knowledge, understandings, skills, values and attitudes about people and their social and physical environments. The content in the Human Society and Its Environment K-6 Syllabus covers four strands:

- **Change and Continuity** (e.g. significant people and achievements; significant places and events; current events and issues; origins).
- **Cultures** (e.g. diversity of groups and communities; belief systems; language and communication).
- **Environments** (e.g. location, position, direction; places and features; relationships between people and environments; care of environments).
- **Social Systems and Structures** (e.g. economic systems; decision-making and democratic processes; roles, rights, responsibilities; interdependence; social structures).

Through the learning experiences in the syllabus, students will develop knowledge and essential understandings about Australia’s history and geography, the people who live within its territory and their social, cultural, economic and political lives. They will learn about Australians, Australia in the context of the Asian and Pacific regions and the world, and other cultures in the worlds.

Furthermore, students will develop skills which will enable them to acquire information, use an inquiry process and participate in social and civic life. Values and attitudes about social justice, intercultural understanding, ecological sustainability, democratic processes, beliefs and moral codes and lifelong learning are incorporated into the outcomes of the syllabus.
CREATIVE ARTS

Creative Arts in K-6 is designed to enable students to gain increasing understanding and accomplishment in the visual arts, music, drama and dance. For students to appreciate the meanings and values that each of the art forms offer personally, culturally and as forms of communication.

In Visual Arts, students will develop knowledge, skills and understanding:
- making artworks informed by their investigations of the world as subject matter, use of expressive forms, and consideration of the audience for their works;
- in appreciating their own artworks and those of others, recognising the roles of the artists, audiences and how the world can be interpreted.

In Music, students will develop knowledge, skills and understanding:
- in performing music of different styles and from different times and cultures by singing, playing and moving and using musical concepts
- in organising sound into musical compositions using musical concepts and
- in listening to and discussing their own music and that of others.

In Drama, students will develop knowledge, skills and understanding:
- in making drama collaboratively by taking on roles and creating imagined situations shaped by elements of drama;
- in performing drama by actively engaging in drama forms and
- in appreciating their own dramatic works and those of others.

In Dance, students will develop knowledge, skills and understanding:
- in composing their own dances and using the elements and contexts of dance
- in performing their own dances and the dances of others from different times and cultures using the elements and contexts of dance and
- in appreciating their own dances and those of others.

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION (PD/H/PE)

The aim of the PDHPE K-6 syllabus is to develop in each student the knowledge, skills and attitudes needed to understand value and lead healthy and fulfilling lives. In doing so, the syllabus will form the basics for
students to adopt a responsible and productive role in society. This aim will be achieved by developing in each student:

- self-esteem, social responsibility and wellbeing;
- movement skill and personal fitness and
- the ability to make informed health and lifestyle decisions.

The syllabus covers 8 main areas:

- Growth and Development
- Interpersonal Relationships
- Personal Health Choices
- Safe Living
- Fitness and Lifestyle
- Games and Sports Skills
- Gymnastics
- Dance.

**Homework Staff Belief Statement**

Rather than formalise a Policy Statement related to Homework for students attending Griffith North Public School the staff has developed the following Belief Statement which reflects a corporate attitude.

In making this statement the staff acknowledges that students come from diverse home backgrounds where attitudes towards the place value of traditional homework will vary greatly.

**Belief Statement**

- It is proper for teachers and parents to encourage the development of the child’s interests, knowledge and skills.
- Homework activities will be optional. As schooling becomes more formal and structured so may homework.
- The development of regular routine for study outside normal school hours is seen as desirable as the student progresses through the school.
- Parents have the important role of seeing that their child has a favourable environment in which to study at home.
- There is an expectation that where homework is given as a class exercise it will be followed up by parents and reviewed by the teacher.
- Where written homework is given by a class teacher, the standard of setting out and presentation should be at the level expected within the classroom.
- As a guide, homework when given should take a maximum of:
  - 10-15 minutes in Years 1 and 2;
  - 15-20 minutes in Years 3 and 4;
  - 20-30 minutes in Years 5 and 6;
• Children should be encouraged to read or should be read to each night. Use of the school and community libraries as a resource for both fiction and non-fiction material is encouraged.

• It is appreciated that children can benefit from involvement in a wide range of activities outside normal school hours. This involvement is to be encouraged.

**Behaviour and Discipline**

The school has implemented a Behaviour and Discipline Program that incorporate the following:

(i) The strategies enunciated in the Assertive Discipline program. This predominantly applies to classroom discipline strategies.

(ii) A level system that allows students to work towards positive behaviour patterns in conjunction with modifying negative behaviour. This system applies across the whole school.

The Program, in summary, states that there are consequences to behaviour, be it acceptable or unacceptable. Good behaviour will be rewarded; poor behaviour will be penalised.

Students work towards attaining Bronze, Silver, Gold and Platinum Awards. Each term there is a presentation assembly to present these awards to students who have been exemplary students during that term.

Positive behaviour is also encouraged through rewards and privileges. Mini merits, when earned, are placed on a card. Completed cards can be traded for a reward, including a banner. Students who maintain good behavioural standards also receive a certificate at the end of each term.

Serious or persistent breaches of the school’s discipline code will result in a student being placed on Level 1, Level 2 or Level 3.

Parents will be informed and their support sought to improve their child’s behaviour. Repeated non-compliance could result in suspension from school for a period.

Acceptable behaviour while travelling to and from school is encouraged. This applies particularly where children travel by bus. While students may not be put off a bus between home and school, the bus proprietor has the right to refuse to carry any student who behaves in such a way as to distract the driver or cause danger to other passengers.
Seven Keys to Success

Griffith North Core Values

At Griffith North Public School we pursue:

**Excellence by:**

- Striving for personal best
- Setting goals and working towards achieving them.
- Having neat bookwork and completing tasks.
- Being a good sports person and playing fairly with others.
- Seeking to accomplish something worthy and admirable

**Participation by:**

- Trying something new.
- Accepting a role in group work.
- Being an active and responsible group member.
- Attempting a difficult task by myself.
- Asking to ‘join in’.
- Speaking in a group and sharing ideas.

**Care by:**

- Treating others fairly.
- Talking, not fighting, when someone treats me unfairly.
- Being kind, tolerant and helpful to others.
- Including others.
- Stopping and thinking when I’m feeling angry or upset.
Cooperation by;
- Working well with others.
- Helping others to solve their problems.
- Sharing our things.
- Being helpful.
- Following instructions when first asked.
- Completing tasks quietly.

Fairness by;
- Taking turns.
- Listening and not interrupting when someone else is speaking.
- Accepting others as they are.
- Giving everyone a fair go!
- Allowing others to be involved and share ideas.

Democracy by;
- Accepting responsibilities.
- Learning our National Anthem and singing it with pride.
- Accepting group decisions.
- Following important classroom and school rules.
- Standing up for what is right.
- Wearing our school uniform with pride.
Integrity  by;
- Returning all books and equipment.
- Handing in lost property including money.
- Completing activities by myself.
- Telling the truth.
- Doing the right thing all the time.
- Being a good role model.

Respect  by;
- Having good manners.
- Being considerate of other religions and cultures.
- Believing in your own abilities.
- Listening to other people’s point of view.
- Treating teachers, classmates and all others politely.

Responsibility  by;
- Being responsible for our own personal items.
- Looking after school property and other classmates items.
- Accepting consequences of my own actions.
- Handing homework, lunch orders, notes and money in on time.
- Cleaning up after myself.
- Bringing our books back on time.
- Keeping my bag and work space tidy.