

What's In Our Newsletter

- **Principal Scoop**
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What's Happening at CPS

Tuesday 11 February

Wednesday 12 February
P&C Meeting

Thursday 13 February
Swimming Carnival
Principals Network Meeting

Friday 14 February

Monday 17 February
Lunch Orders

Tuesday 18 February
Swimming for Sport Class 5-6

Wednesday 19 February

Thursday 20 February
Assembly 2:10pm
Kindergarten Assembly Item
Swim for Sport Class 3-4

Friday 21 February

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PRINCIPAL SCOOP

I would like to welcome everyone to the 2025 school year. I hope everyone had an enjoyable break and are looking forward to some amazing learning opportunities throughout 2025. A huge welcome to our new families. I hope you enjoy our wonderful school. All students have settled in well to school routines.

Swimming Carnival

Our annual Swimming Carnival will be held this Thursday 13 February. All students turning 8 years and older this year will walk to the Culcairn Memorial Pool ready to start at 10:00am. Students 5,6 and 7 years old will walk down to the pool at 10:45am to compete in their novelty events. Students will return to school at the completion of the carnival.

Nut Products

A reminder that we have some students with allergies to nut products. We ask the students not to bring nuts or nut products to school. Thank you for your assistance in this matter.

P&C Meeting

Our first P&C meeting for 2025 will be held at 5:00pm tomorrow Wednesday 12 February in the school library. Our P&C offers parents and community members the opportunity to be involved in the school and meet other parents. I encourage all our parents and carers to come along and be involved in our P&C.

Lunch Orders / School Lunches

Lunches can still be ordered on a Monday from next Monday 17 February. Your child's lunch order should be written on a brown paper bag, have the correct money enclosed and be placed in the lunch order box outside the school office.

Scripture

Scripture lessons will begin on Thursday 27 February from 12:45pm until 1:20pm. Non scripture students will continue completing learning activities in the library during this time.

Parent-Teacher Interviews

Our first parent-teacher interviews for 2025 will take place during Week 5 Monday 24 February - Wednesday 26 February. Interview bookings can be completed on the Sentral for Parents App. Instructions for downloading the app and booking interviews are included in this newsletter. If you are having difficulties, please contact the school office.

Principal Network Meeting

Mr Allibon will be involved in a Hume Principals Network meeting this Thursday 13 February. If you have any concerns during this time please see Mr Kent or Miss Brice in the office.

Swimming for Sport

Class 3-4 and 5-6 will be involved in swimming for sport over the next 3 weeks from Tuesday 18 February until Thursday 6 March. Class 5-6 will swim on a Tuesday from 2:00pm - 3:00pm and class 3-4 on a Thursday from 2:00pm - 3:00pm. A permission note with further details will go out at the end of the week.

Behaviour Support Management Plan

A copy of our school's Behaviour Support and Management Plan and the Department's Behaviour Code for Students have been included in this newsletter. These are important documents, which explain our awards and discipline processes. Please review the documents with your child/ren. Students will require 500 Hume Awards and must have received at least one Green Reward to attain Gold. They must also not have received more than ten Red Slips (Red 1 or Red 2) throughout the year.

Coming to School is a Priority

Regular school attendance of students is vital for your child's learning. The NSW Department of Education is putting an emphasis on students attending at least 90% of the school days. Please ensure your child/ren attend school unless they are unwell. The school will send a text when your child/ren are away to assist with recording of absences. Parents are able to use the Sentral parent portal to submit an absence note. The Home School Liaison Officer also keeps an eye on attendance and will contact parents/carers where necessary. A reminder that children should not arrive until 8:45am unless this is unavoidable. Teachers are not on duty until this time and therefore there is no direct playground supervision. If your child must be at school early, please remind them that they should hang their bag up outside their classroom and walk to the silver seats at the assembly area. They are to remain seated here until the teacher arrives for playground duty.

Quality Education, Small Price to Pay

This year as in past years, the contribution sought from families will cover the backpack (which includes all textbooks) and a number of other items. This means that apart from major excursions, school photos, NSW University Competitions, district and regional sport activities, all inschool programs will be covered with one payment. Costs this year are:

1st child at school \$80.00
3rd child at school \$70.00

2nd child at school \$75.00
4th child at school \$65.00

Don't forget payments can be made online using the school App Sentral or by cash/EFTPOS at the school office. If you would prefer to make weekly/fortnightly/monthly payments, please see Miss Brice in the office.

Yours in Education

Craig Allibon
PRINCIPAL

Henty Presbyterian Church...

Henty Kid's Club

K - 6
NO COST

3:30-5pm | Henty Lifestyle Centre
alternate Fridays during school term
TERM 1: Feb 14 + 28 | Mar 14 + 28 | Apr 11



- FREE
- Food
- Fun
- Faith
- Friends

To register:
Contact Di Janetzki
0488 795405

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Circle of Security - Parenting

Do you feel lost or without a clue about what your child might need from you?

Intereach is delivering an online Circle of Security Parenting™ program for parents/guardians with children 12 and under. You'll learn to understand your child's emotional world and support their ability to successfully manage their emotions. Come and join this event and work towards the support you need.

When: Every Monday from
24 February-7 April 2025

Time: 4pm - 5pm

Where: Virtual - link emailed
to you once registered

For more information, please contact:

Shannon Le Lievre - Intereach Family Team

Phone: 1300 488 226

Email: shannonl@intereach.com.au



Scan QR
code to
register.



Circle of Security
INTERNATIONAL
Early Intervention Program for Parents & Children

For more information about the services Intereach offers:
P: 1300 488 226 | www.intereach.com.au



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Out & About



Class News

Class Kindergarten

Welcome to the 2025 school year and a huge welcome to our new families. Thursday 13 February is our swimming carnival. Kindergarten students will complete some of our morning routines before walking to the pool for novelty events in the middle size pool. Students will need to bring fruit, recess, lunch, drinks, swimmers, a shirt to wear in the pool, hat, towel, sunscreen and a bag to put wet swimmers in. Thursday 20 February Kindergarten will be performing at school assembly. Assembly begins at 2:10pm. All welcome.

Class 1-2

Welcome to 1-2, 2025. It has been so wonderful to see everyone's happy smiley faces return to school. A huge welcome to our new families starting at our school. On Thursday we have our swimming carnival at the Culcairn swimming pool. A note has been sent home with all the information. Just a quick reminder to wear your school hat and bring a drink bottle every day. Don't forget if you have any questions or concerns please send me a message via Class Dojo. Have a lovely week.

Class 3-4

I hope everyone had a safe and happy break and are looking forward to a great year. A term overview will be sent home in the next few weeks outlining what we will be getting up to this term. Looking forward to meeting everyone at parent teacher interviews, please reach out on Sentral if you have any questions. Have a great week.

Class 5-6

Welcome back to class 5-6 for 2025. It should be a great year. It's a busy start with our swimming carnival this Thursday. Class 5-6 will have swimming for sport on Tuesday afternoons from 2:00pm, until 3:00pm, starting Tuesday 18 February until Tuesday 4 March. They will walk to and from Culcairn Swimming pool with staff. Homework will be sent home starting next week, it will go out on a Monday and to be returned on a Friday. Have a great week.

Sport News

Swimming Carnival

This Thursday 13 February we are holding our annual swimming carnival. A permission slip has been sent home with all relevant information. Please return them by Wednesday. All students turning 8 and above will walk down to the pool after the morning assembly. The remainder of students will walk down at 10:30am. We expect to be down there for most of the day.

Southern Riverina Swimming Carnival

For those students who make it on to swimming the Southern Riverina Carnival, it will be held on Friday 28 February at the Lavington Swimming Pool.





PIANO - GUITAR - DRUMS

Private music lessons available at Culcairn Public School

For more information please contact Jacob:

0437372003

jacob.wilksch@gmail.com



AFTER SCHOOL NETBALL

Learn new skills, play some games and
have plenty of fun with your friends.

Culcairn Public School – 5 week Program
Starting Tuesday 18th February 2025
Time: 3:30 – 4:30pm
Cost \$60

REGISTRATIONS CLOSE: 17/2/2025

Everyone who registers will receive a pack
from the NSW SWIFTS or GIANTS NETBALL.



Contact details
Amanda McLachlan | 0419754059
|AMcLachlan@netballnsw.com





Behaviour Support and Management Plan

Culcairn Public School recognises the necessity of an effective behaviour management and support plan to ensure we continue to:

- 1) raise educational standards and levels of educational achievement;
- 2) provide quality education for all;
- 3) care for and provide a safe learning environment for all students.

This procedure is written to achieve the aims of the NSW Department of Education's policy on **Student Behaviour Policy** (January 2024) and **Behaviour Code for Students** (2023).

EXPECTATIONS

The school expectations are to have:

- a) a productive and harmonious learning environment where the rights of students and teachers are respected;
- b) a partnership of shared responsibility between the home and school;
- c) procedures that encourage students to develop responsibility for their own behaviour;
- d) procedures that encourage students to participate actively in the community life of school;
- e) acceptance of the school rules and rewarding of positive achievements;
- f) an inclusive environment free of bullying, discrimination, violence and harassment.

Whole School Reward System

This is an annual rewards system for each student, which recommences at the start of each year.

Awards

Teachers will keep individual records of each student and record the number of times the student is placed on Amber and/or Red level each day.

Green Reward - Students who have remained on Green (Traffic Light) for the first 5 weeks or the second 5 weeks of a term will be invited to participate in a Green Reward. There will be 2 Green Rewards days each term.

Hume Awards - are awarded to students who meet our daily expectations in the classroom and playground. 1 Hume Award is available per session in the classroom (3 per day).



- Bronze Awards** - are presented by staff to students who have attained 100 Hume Awards. Bronze Awards will be presented at whole school assemblies each fortnight.
- Silver Awards** - are presented by the principal to students who have attained 250 Hume Awards. Silver Awards will be presented at assembly and students will be able to take home the certificate.
- Gold Awards** - are presented by the principal to students who have attained 500 Hume Awards, at least 1 Green Award and not more than 10 Red Slips during the year. Gold Awards and Gold Badges will be presented at the Celebration of Learning. Students will be able to take home the certificate and are encouraged to wear their badge. Students who achieve this award will be invited to attend a special excursion at the end of the year.

100 Hume Awards = 1 Bronze Award

250 Hume Awards = 1 Silver Award

500 Hume Awards and 1 Green Reward = 1 Gold Award

Strategies for Managing Unacceptable Behaviour

Culcairn Public School has a whole school approach to behaviour management that combines clear expectations, insistence upon appropriate behaviour and consistent follow-up. All staff use a 'Traffic Light' model as a visual prompt to manage unacceptable behaviour. The model allows staff to interact with students in a calm, assertive manner. Students commence each session on green level.

Students in the classroom have the following rights:

- to have teachers provide positive support for appropriate behaviour,
- to have teachers help them modify their inappropriate behaviour,
- to understand the consequences that will follow their choices,
- to work and interact in a safe, positive learning environment.

Teachers in their classroom have the following rights:

- to establish a safe and effective learning environment,
- to determine and expect appropriate behaviour from their students,
- to receive help from executive staff and parents when needed.

This management model identifies and supports acceptable behaviour, while outlining consequences for unacceptable behaviour. This allows students the opportunity to make good choices and use learning time effectively.

- Every five weeks those students who have been on green continually will receive an award eg. Extra playtime, computer time, etc.

THE PROCESS

Being assertive about discipline requires, the establishment of school rules ensuring they remain clear and consistent with our expectations:

- Listen and follow instructions - examples: listen, wait your turn, ask if you don't understand.
- Use appropriate language – Use language appropriate to the school setting – encouraging and helpful. No swearing
- Work Cooperatively



Respect all property - examples: ask before borrowing, return borrowed items.

- Respect yourself and others - examples: be understanding of others and accepting of their differences.
- Be sunsafe - examples: wear a hat, wear sunscreen.
- Be responsible - examples: think about what you say, don't bring to school or download inappropriate software or music, use school facilities responsibly.

School Rules are displayed in classrooms and the office areas, library, hall and the staffroom for referral by students, staff and visitors.

The class, and school as a whole, discusses these rules and the consequences.

The school day is broken into three sessions, including classroom and playground time.

Session 1 - morning play to recess (8:45am - 11:15am)

Session 2 - recess to lunch (11:15am - 1:20pm) itinerary

Session 3 - lunch to the end of the school day (1:20pm - 3:15pm)

CONSEQUENCES

1st warning: Verbal

2nd warning: Orange level (Stop and Think); students reminded of the consequences of continuing their inappropriate behaviour. No Hume Award given for that session. Orange Playground Reporting Slips for inappropriate behaviour in the playground will be handed to a student's class teacher at the end of the break period.

1st consequence: Red Level 1 – 1 point and loss of 1st half of lunch break where they will complete a Reflection Sheet;

2nd consequence: Red Level 2 – 2 points. The teacher will complete a reporting slip, which will be taken to the assistant principal and the student will be off the playground for the following lunch session. Parents will be sent a letter with a slip to be returned to school acknowledging the notification.

Students who: are placed on orange three times in one week will be placed on Red 1
receive three Red 1s in 5 weeks will be placed on Red 2.

If a student receives 10 Red Slips (Red 1 or Red 2) within one term a Warning of Suspension letter will be sent home informing parent/s of the nature of the behaviour, that a continuation of this behaviour will lead to suspension and inviting them to make an appointment with the Principal and class teacher to discuss the issues. Some behaviours may be referred directly to the Principal or may require a suspension. Students who have received a Warning of Suspension or Suspension will not be invited to participate in the Silver reward or Gold Excursion.

Students with 10 Red Slips (Red 1 or Red 2), a warning of suspension and/or a suspension may not be permitted to represent the school or to participate in any external school events. The exclusion of a student from participating in any activity, internal or external, is at the discretion of the Principal.

Teachers will keep records of individual behaviours and the number of times Red level is reached per day. The Principal will keep records of individual students seen, phone calls made.

Parents will be informed annually of the Discipline model and process.



PLAYGROUND

Students displaying appropriate behaviour in the playground, during morning, recess and lunch times, may be presented with a class dojo.

Students who display inappropriate behaviour in the playground, during morning, recess and lunch times will be excluded from the playground and will receive a subsequent consequence as mentioned above.

EXCURSIONS

Workplace Health & Safety (WHS) risk assessments may determine a student to be a risk when attending an out of school grounds event where safety to the student, other students, volunteers and school staff is of concern. The student's behaviour may be controlled/supported in the everyday school setting however, may be a risk in a less controlled, or routine altered, or longer than a school day type of activity. Records of inappropriate behaviour are needed to support such an assessment.

If it is determined that a student is an unacceptable risk and will not be attending an excursion then the parents will be invited to attend a meeting at school with the Principal to discuss and attempt to resolve the issue. A follow up letter, outlining the decisions of the meeting, will be sent to parents. This action may not involve a suspension. At the principal's discretion a student may not attend an excursion after a suspension.

BULLYING

Bullying at Culcairn Public School is not tolerated and will be dealt with seriously. Bullying devalues, isolates and frightens. It affects an individual's ability to achieve and has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Bullying can be defined as; intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or un-due pressure. It involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimization of others.

Bullying behaviour can be:

- **Verbal** eg name calling, teasing, abuse, put-downs, sarcasm, insults, threats
- **Physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **Social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, social media and the school network

Students who are bullied may:

- Feel frightened, unsafe, embarrassed or angry
- Suffer from low self esteem
- Be worried about coming to school
- Be away from school a lot
- Suffer depression
- Have feelings of isolation or loneliness
- Start to achieve poorly academically
- Feel confused and not know what to do about the problem.

Bullying occurs everywhere in our society. Everyone in our school community and the wider



community has the responsibility to work together to address bullying to ensure students are safe at school, free from the fear of bullying, harassment, intimidation and victimisation. Any person who bullies another is denying them that right. Our school rules reflect an environment where all persons have the right to be treated with respect and fairness.

How to Report Bullying

Students and parents need to report all incidents of bullying that occur at school. Students must feel confident that they will be supported.

Reports can occur in a number of ways:

- Parents should inform the school
- Students should speak to school staff or the principal
- School staff will report all incidents to the principal

Recording all Incidents

All incidences of bullying at Culcairn Public School will be recorded by the class teacher and/or the teacher on playground duty using an Incident form or Reporting slip. All forms are given to the Principal, filed and if necessary will be followed up. (The class teacher and/or teacher on duty will deal with the issue in the first instance.)

What happens?

Teachers at our school will always:

- Listen to reports of bullying
- Protect the bullied child
- Act on these reports, record the incident and inform the principal

The staff member and/or Principal will assure the bullied student that the incident will be dealt with, the bullies will be individually spoken to first and the bullied student spoken to last.

Consequences

- 1st consequence – off the playground for the lunch session and the incident will be investigated.
- If a student is found to be bullying again, a Warning of Suspension letter will be sent home to the parents and an interview will be requested with the Principal.
- If the student continues to bully others, the student will be suspended from school in line with the Department of Education and Communities guidelines 'Suspension and Expulsion of School Students Procedures'. In cases involving physical contact/violence (eg punching), this is an automatic suspension.

Existing programs being delivered to students across K-6: Stop Think Do and Bounce Back. For further information on these programs, please see the Principal.

SUSPENSION AND EXPULSION PROCEDURES

Audience & applicability

All NSW public school (excluding preschools).

Student behaviour includes behaviour that occurs:

- At school
- On the way to and from school



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- On school-endorsed activities that are off-site
- Outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- When using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

1. DECISION TO ISSUE A FORMAL CAUTION

To maintain high standards of student behavior, the school will communicate regularly to the school community the expectations articulated in the department's Behaviour Code for Students and the school's Behaviour Support and Management Plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school (See section 2.1 Ground for Suspension).

A formal caution to suspend must:

- Be in writing, via email or post, on school letterhead
- Be provided to the student and their parents or carers
- Outline the behaviour/s or concern
- Provide clear behavioural expectations for the student consistent with the Behaviour Code for Students
- Clearly outline the timeframe/expiry date for the formal caution
- Highlight the importance of parents or carers in working with the school when managing student behaviour
- Provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- Advise that the student and parent or carer has the right to a support person in any meeting with the school
- Outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- Indicate if the caution applies to more than one education setting

For students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week, formal cautions automatically apply to both settings. If warranted, this can be negotiated between



the principal of the home school and the principal supervising the special program and should occur as soon as possible before a formal caution is issued.

2. SUSPENSION

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

2.1 Grounds for Suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- Continued/persistent disobedience and/or disruptive behaviour
- Malicious damage to or theft of property
- Verbal abuse
- Bullying or cyberbullying
- Misuse of technology
- Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviour of concern that could include but are not limited to:

- Being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- Being in possession of, uses or supplies a suspected illegal/restricted substance
- Being in possession of, or using weapons including knives (excluding Kirpans) and firearms
- Using an implement as a weapon
- Seriously threatening or engaging in physically violent behaviour
- Engaging in serious criminal behaviour related to the school
- Engaging in sexual harassment, sexual assault or other sexualized behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

2.2 Steps in the Suspension Procedures

2.2.1 Considering a decision to proceed with a suspension

The principal or the relieving/acting principal makes the decision for proceeding with a suspension. The principal's decision to proceed or not proceed with a suspension will be based on information gathered including, but not limited to:



- Considering the cause and impact of the behaviour
- Considering whether possible and appropriate alternative behaviour support management and intervention strategies have been implemented or attempted, including reasonable adjustments for students with disability
- Considering student factors such as the developmental age, trauma, child protection concerns and cultural considerations, disability and individual needs and circumstances
- Reviewing information including, but not limited to, written reports from staff, school data and other witness statements
- Providing the student who has, or is alleged to have, engaged in the behaviour/s of concern with the opportunity to respond.

In line with duty of care obligations, the principal's decision to suspend can be made irrespective of any action by another agency, including NSW Police or the Department of Communities and Justice. This is to mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

2.2.2 Deciding the length of a suspension

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures (See section 2.3 Duration of a suspension).

Suspensions may be carried over into the next calendar year if the behaviour warrants it, in consultation with the Director, Educational Leadership.

2.2.3 Notifying the relevant people of the suspension

Once the principal has formalized the details of the suspension they will:

- Immediately notify, or record attempts to notify, the parent or carer verbally, where possible, or within 24 hours
- Advise the student verbally, where appropriate
- Provide formal written notification, via email or post, on school letterhead to the parent or carer
- Advise the principal of the other setting if a student has a shared enrolment and/or attends more than one setting

Where possible, school counselling service staff should also be informed and be available to provide counselling support for the student during the suspension, with the permission of the principal at a pre-arranged time.

If a suspension is extended or, in the case of multiple suspensions, the principal may determine a report from the school counselling service staff or other relevant staff member is required to support the student's successful return to school.

Where possible, and with student and parent or carer permission, the principal should consider advising relevant external agencies with which the student already has contact.

The principal cannot release the student from school before the end of the school day, without having notified the parents or carers and reached agreement about arrangements for collecting the student from school. Until the arrangements are made, principals must ensure adequate supervision is provided for the student at school. When a student has special transport arrangements, the school must notify the transport provider and the Assisted School Travel Program, of the suspension,



following notification to the parents or carers.

2.2.4 Notice of suspension – written requirements

The notification for all suspensions and extensions must include:

- The ground/s and any specific reasons for the suspension
- The timeframe of the suspension, including the duration, start and end dates, or any other details
- Outline of a learning program and clear expectations that the student will continue a learning program while suspended
- Contact details of a nominated person from the school
- Information for students and parents or carers on accessing support services, where relevant
- Expectations for parents or carers to positively engage with the school to support positive student behaviour and manage behaviour or behaviours of concern
- The importance of parents' or carers' involvement with the student and school to support the student's safe and successful return to school following the resolution of the suspension
- Parent or carer information, which includes information concerning appeal rights and processes and an appeal template
- Clear expectations that the student should not be on school grounds without the principal's prior permission
- Notification that the school will not have duty of care for the student as the suspension is occurring at home and that the parent or carer will be responsible for their child's care and safety.

2.3 Duration of a Suspension

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

- Up to 5 consecutive school days for students in Kindergarten to Year 2
- Up to 10 consecutive school days for students in Year 3 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).

Where a principal originally issues a suspension with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.

This would extend the suspension to:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to 12.

The principal will inform the Director, Educational Leadership of their decision to extend the suspension. The principal and Director, Educational Leadership should discuss additional system support the school may require and escalate as necessary.



The Director, Educational Leadership will escalate the matter in consultation with the principal to gain additional system support for the student and school to allow the earliest possible successful return to school.

Students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week are not automatically precluded from attending the special program if they are suspended from their home school and vice versa. This is subject to negotiation between the principal of the home school and the principal supervising the special program. This negotiation must occur before the student is next due to attend the other locality. Subject to safety considerations, it is a priority to have the student back at school and engaged in learning as soon as possible.

2.4 Further extension of a suspension to allow delivery of system support

In serious circumstances, and if additional system support and resources are still required to be put in place, a principal can consider further periods of 5-day extensions, in consultation with the Director, Educational Leadership, with each 5-day period to be reviewed.

Director, Educational Leadership approval must be sought for any suspension and subsequent extensions beyond 30 days for students in Kindergarten to Year 2 or 45 days for students in Years 3 to 12, within a school year.

In these serious circumstances, system support must be an urgent priority to allow the earliest possible successful return to school.

2.5 Resolving the suspension

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- Has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour Code for Students
- **Understands** the impacts their behaviour had on others
- Has effected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- Documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies



- Where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.

A successful return to school may involve:

- Referral to and assessments by the school's learning and support team
- Referral to and ongoing support from the school counselling service staff.

2.6 Support for those impacted by behaviour or behaviours of concern

The duty of care and work health and safety law requires the department to do what it reasonably can to ensure the safety of students and staff. This obligation is met by assessing identified risks and identifying and implementing strategies to eliminate or minimise identified risks, including providing individuals with necessary support.

Principals should take what steps they reasonably can in undertaking this task and can rely on advice and support from the Director, Educational Leadership, Health Safety and Staff Wellbeing directorate, Delivery Support and, where applicable, external agencies or experts.

Staff and students directly impacted by the behaviour leading to the suspension are to be informed of a student returning prior to the student's return. Relevant staff must also be provided with copies of any current risk assessments and/or behaviour management plans.

3.0 Expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a principal can consider expelling a student from the school.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Review

This procedure will be reviewed by all staff at the staff development day Term 1, 2026.
This procedure was revised Term 1, 2025.



Introducing the Sentral for Parents App



Introducing the Sentral for Parents App

Culcairn Public School uses the Sentral for Parents App to communicate with parents about everything that is happening at school from September

The Sentral for Parents app will allow families to:

- update their details
- send and receive messages from your child's/children's teachers
- view academic reports
- explain past absences
- request future absences
- view calendar events
- book parent/teacher interviews
- receive sick bay notifications
- view school newsletters
- make payments
- as well as receive real-time notifications and messages from the school

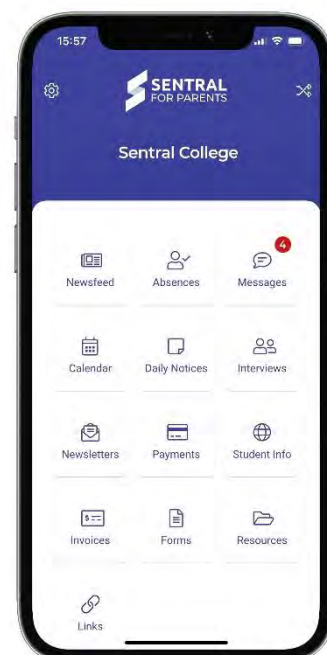
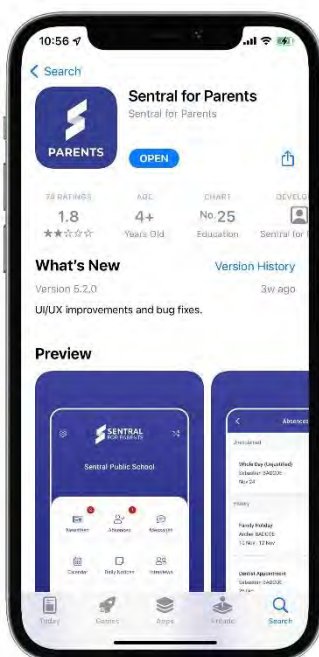
Accessing the Sentral for Parent App is simple.

Download it from the Apple App Store or Google Play Store.



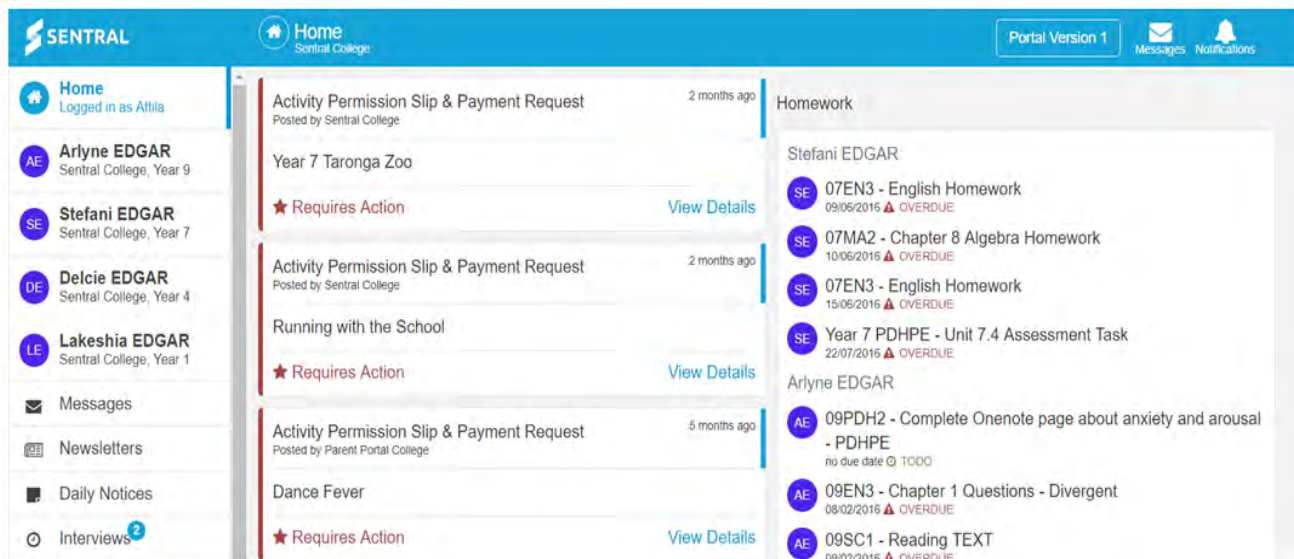
Once you have downloaded the app simply register, verify your email address, login and connect to your child.

You will then receive notifications to your phone from Culcairn Public School related directly to your child/ren.



Parent Portal

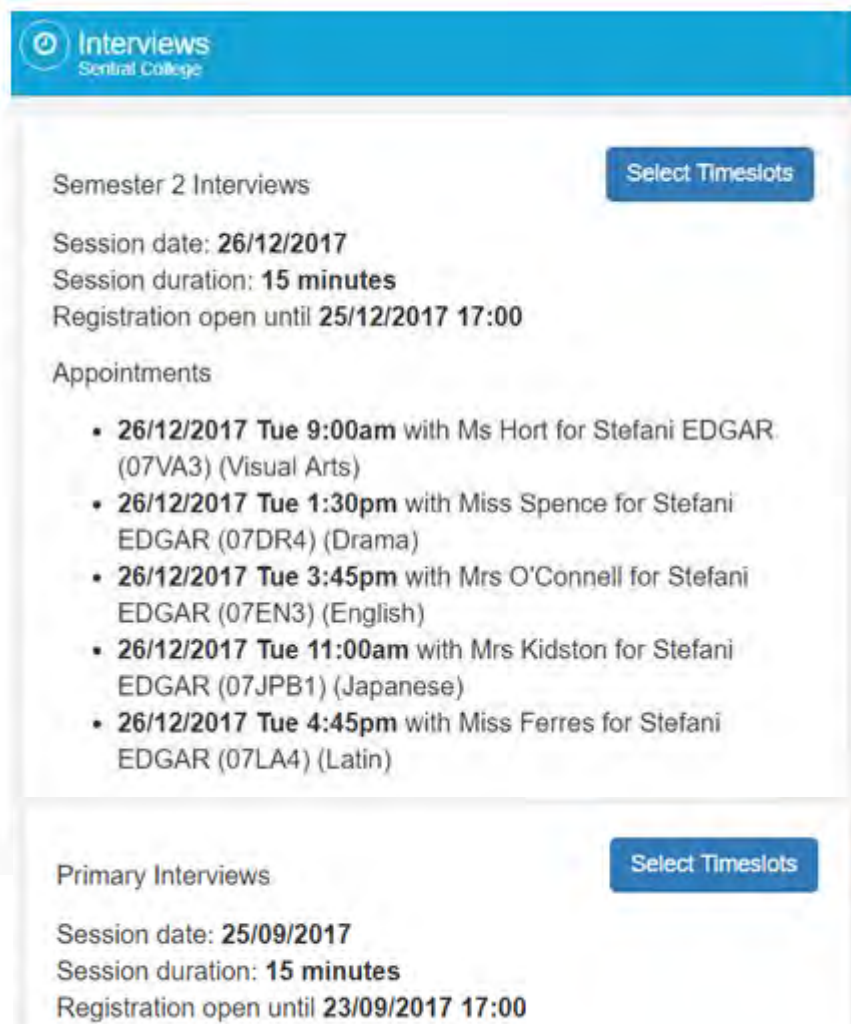
For schools that have implemented the NEW Parent Portal the screens below are applicable.



Click on the Interview Icon



The screen will display the current interviews available to the parent for their child/ren.



Click on Time Slot

Primary Interviews

Delcie EDGAR

Visual Arts: 04AR2

Miss Monet Cheyne

Not attending

25/09/2017 Mon

2:00pm	3:15pm	4:30pm	5:45pm
2:15pm	3:30pm	4:45pm	6:00pm
2:30pm	3:45pm	5:00pm	6:15pm
2:45pm	4:00pm	5:15pm	6:30pm
3:00pm	4:15pm	5:30pm	6:45pm

Not Attending

Available timeslots are noted in black and unavailable a greyed out. Click on the available timeslot and a message will appear confirming the booking

✓ Interview session selected

If you are not planning to attend, click on the **Not Attending** option and a message will appear confirming your choose.

✓ Not attending selected

As per the **note** provided, you will see your timer banner in the top bar of your screen to advise how long you have to finalise your bookings.

Your session will timeout from inactivity in 9:19
Please confirm your selection before leaving this page

As there is often a large volume of parents and teachers making bookings, this will ensure that all parents have the chance to schedule a booking with the required staff members.

Click on **Save Bookings** for confirmation.

Save Bookings

A list of your Interviews and timeslots will now display

Primary Interviews

Select Timeslots

Session date: 25/09/2017

Session duration: 15 minutes

Registration open until 23/09/2017 17:00

Appointments

- 25/09/2017 Mon 5:15pm with Mrs Tashia McDougall for Delcie EDGAR (04CH2) (Choir)
- 25/09/2017 Mon 5:45pm with Mr Renly Cleggett for Delcie EDGAR (04EN2) (English)
- 25/09/2017 Mon 5:30pm with Mrs Patty Barclay for Delcie EDGAR (04SPT2) (Sport 3&4)



Culcairn Public School

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Fortnightly Calendar Updates Your Friend on the Fridge!

TERM 1 2025

Week 3

Tuesday	11 February	
Wednesday	12 February	P&C Meeting
Thursday	13 February	Swimming Carnival Principals Network Meeting
Friday	14 February	

Week 4

Monday	17 February	Lunch Orders
Tuesday	18 February	Swimming for Sport Class 5-6
Wednesday	19 February	
Thursday	20 December	Assembly 2:10pm Kindergarten Assembly Item Swim for Sport Class 3-4
Friday	21 February	

