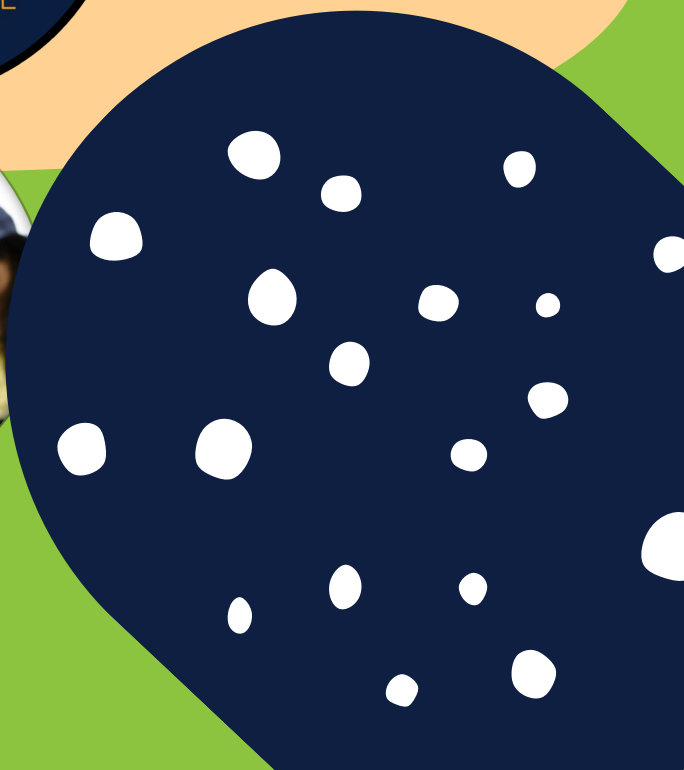




KIRRAWEE PUBLIC SCHOOL

INCLUSIVE LEARNING HUB







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Principal's Welcome

EDUCATION WITH A PURPOSE AT KIRRAWEE PUBLIC SCHOOL

Dear Families,

At Kirrawee Public School, we are deeply committed to creating a safe, inclusive, and supportive learning environment where every student is given the opportunity to thrive.

Our Inclusive Learning Hub holds a special place in our school—it is a space that not only supports students with diverse needs but also enriches the heart of our school community.

The Hub is a nurturing, flexible environment designed to provide personalised learning and support for students with academic, social, emotional, and sensory needs. It reflects our belief that all students deserve to feel a strong sense of belonging and purpose. We are proud to say that the Inclusive Learning Hub makes our school and our community a better place.

We actively work to include every student in the life of our school—whether that's through the Maker Space Hub, Music Hub, library visits, sporting activities, or whole-school events. We believe that meaningful participation fosters confidence, connection, and a love of learning.

Above all, we are advocates for your child—every single day. We walk alongside them, celebrate their progress, support them to navigate challenges effectively, and ensure they are seen, heard, and valued. Together, we are building a school community where every child can shine.

Warm regards,
Mr Cameron Campbell
Principal



Welcome to our Inclusive Learning Hub

Dear Families,

It is my pleasure to warmly welcome you to the Kirrawee Public School Inclusive Learning Hub. Our ILH team is committed to providing specialist support that truly reflects the unique needs, strengths, and goals of every student. We believe every child deserves to thrive in a learning environment that values who they are and helps them reach their full potential.



Our approach is grounded in the use of current resources, evidence-based strategies, and a strong belief in inclusive education. We aim to create classrooms and school experiences where every student feels safe, supported, and encouraged to learn alongside their peers. By getting to know each student deeply – their strengths, interests, and aspirations – we are able to set high expectations while providing the tailored support they need to succeed. A vital part of our work is the partnerships we share with families. We know that you are the experts on your child, and we value your insights and experiences. Together, we will identify strengths, areas for growth, and the strategies that work best to create consistency between home and school. Open communication and collaboration are at the heart of everything we do within the Inclusive Learning Hub at Kirrawee Public School.

We also place a strong focus on student agency. We want our students to have an active voice in their learning and wellbeing, to make choices, and to take part in decisions that shape their school experience. By fostering independence and self-confidence, we help students build the skills they need for both now and the future.

I look forward to getting to know you and your child, and to working together in partnership to support their growth, learning, and wellbeing. Please know that my door is always open should you wish to discuss your child's progress, goals, or support needs.

Warm regards,
Alexander Keith
Assistant Principal Inclusive/Special Education



Inclusive Learning Hub

Kirrawee Public School is proud to provide an inclusive education system. One where every student feels welcome, can learn to their fullest capability, and that meets the individual needs of students with a disability. We are proud to offer 3 support classes in our Inclusive Learning Hub and support students who have been diagnosed with mild or moderate intellectual disabilities and/or autism.

We provide a range of specialist services to support students with additional learning and support needs. This includes support for students' diverse needs in learning or behaviour, students with disability, and students with additional health and wellbeing needs.

We are committed to working with our families to provide an education that meets the holistic development of your child.



NSW Department of Education Disability Criteria (2024)

The NSW Department of Education Disability Criteria (2024) are used to identify students who are eligible for the department's targeted support provisions. The disability criteria categories are:

Intellectual

Note: To confirm any level of intellectual disability in school-aged children, information about school performance consistent with the level of functioning is required. School based information may include school records such as NAPLAN results, information from teacher / Learning and Support Team / Nationally Consistent Collection of Data on Students with Disability (NCCD), and/or standardised assessment of academic attainment where applicable.

Mild intellectual disability

Students must have a current assessment using an individual test of intelligence with appropriate psychometric properties indicating a Full-Scale IQ score of approximately two to three standard deviations below the mean and assessment of adaptive skills with an approved test of adaptive behaviour that is consistent with this range of scores.

Moderate intellectual disability

Students must have a current assessment using an individual test of intelligence with appropriate psychometric properties indicating a Full-Scale IQ score of approximately three to four standard deviations below the mean and assessment of adaptive skills with an approved test of adaptive behaviour that is consistent with this range of scores.

For Early Intervention and Preschool students

Eligibility for the department's targeted disability provisions for intellectual disability may be confirmed on the results of an assessment report of developmental functioning where there is evidence of intellectual delay, and it is not possible to administer a cognitive assessment due to factors such as the age of the child. The administered developmental assessment must have been conducted using an assessment tool with appropriate psychometric properties. A disability confirmation of mild, moderate or severe should be applied, consistent with the level of impairment described in the report. Confirmation can be for up to 2 years.

Autism Spectrum Disorder

Students must have a report diagnosing autism spectrum disorder from a specialist medical practitioner or registered psychologist with relevant clinical experience. Evidence should be provided that indicates:

- deficits in social communication and social interaction across contexts
- restricted, repetitive patterns of behaviour, interests or activities
- symptoms limit and impair everyday functioning, including educational functioning

For students who have a diagnosis of autism spectrum disorder prior to Year 2, as well as evidence of significant impact on their learning and wellbeing, the disability should be confirmed until the end of Year 2. From Year 2 on, the disability should be confirmed until the end of the year the student will be in Year 12 as long as relevant evidence such as review minutes and Learning and Support Team minutes indicate the student requires ongoing targeted support. No further external assessment for autism spectrum disorder is required.



Transition Planning

Students in the Inclusive Learning Hub may enter our setting in kindergarten, or in other instances, they may gain a supported placement later on in their schooling career. Transition planning at either point in time is essential and forms a valued part of student success when entering a new setting.

Transition from an early childhood education and care setting to a primary school

Children who experience a positive transition to school feel a sense of belonging, are able to manage day-to-day challenges within the learning environment and are more likely to experience positive academic and social outcomes immediately and longer-term. Starting school can involve new routines, new friends, new skills, and longer separations from a parent or carer than a child has experienced previously.

Primary school involves lots of many smaller transitions across the day too. Children learn to transition from recess or lunch to their classroom, from one class or learning activity to another, and from school to home. For children with disability and their families these changes can be particularly challenging.

Transitions from a primary school to a new primary school

Many of the strategies that can help a child transition from an early childhood care and education setting to primary school will also be relevant for transitioning between primary schools, including collaborating with key stakeholders, creating a Learning and Support Plan, and supporting a student with the transition.

A student with disability may feel anxious about the upcoming changes. Some may be anxious about changes to routines and friendships, particularly if the change is occurring part-way through the school year. Below are a few additional strategies that may help a student with the transition:

Tell students what doesn't change

Highlight the similarities between their former school and new school so that they feel confident they already have some of the skills they will need.

Provide visual supports

Visual supports such as photos of school buildings, maps, photos of teachers and staff, checklists and visual timetables may be helpful for some students.

Consider a peer buddy system or a safe person or space for students

Peer buddies can provide social support, in addition to a safe person or place that a student can access when they need support.

Collaboration

A strong collaboration between families, the early childhood education and care setting, and the school, can facilitate positive transitions. Where appropriate, other key stakeholders, such as speech pathologists or occupational therapists, can also be asked to collaborate throughout transition planning.

Key considerations when partnering with families and other key stakeholders include working out what additional support might be needed to inform adjustments the school needs to make so that a student with disability can fully participate in all aspects of school life.

These may include making changes to the buildings and classrooms (for example, adding ramps or creating quiet spaces), providing assistive devices and furniture (for example, providing specialised tables or desks) or allowing students to use specialist software and personalised computer settings (for example, software for writing and translating Braille).

Accessing the Curriculum

All students are entitled to participate in and progress through the NSW curriculum. Schools need to provide adjustments to teaching, learning and assessment activities for some students with disability. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes. Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning. This planning is done with the student, parent/carer, teachers and other significant individuals. It should be appropriate for the needs, strengths, goals, interests and prior learning of each student. Students with disability can access the syllabus outcomes and content in a range of ways. They can do this with or without adjustments as appropriate.

In Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content

Collaborative Curriculum Planning

What is collaborative curriculum planning?

Collaborative curriculum planning is the process to determine the most appropriate curriculum options and adjustments for a student with a disability.

Collaborative curriculum planning should take place within the broader context of personalised planning that includes interventions and other supports to address identified student learning and support needs.

This involves a team who has significant knowledge and understanding of the student. The team comprises parents/carers, teachers and other significant individuals in the student's life. It may also include the student themselves.

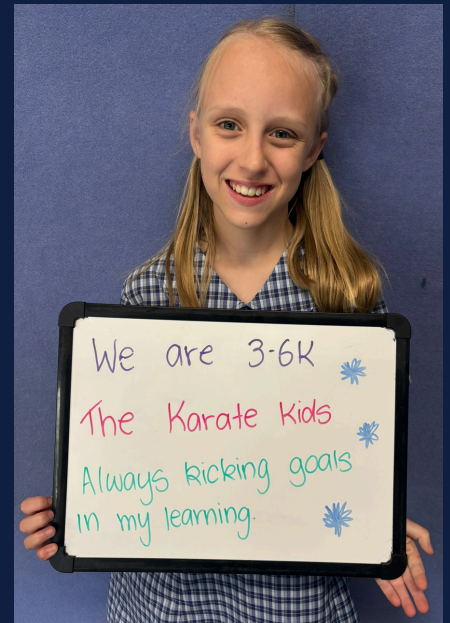
What is decided through collaborative curriculum planning?

During collaborative curriculum planning, school staff will consider:

- the needs, strengths, goals, interests and prior learning of the student as they transition through stages of schooling
- whether adjustments are needed for teaching, learning and assessment in relation to each subject
- the sequence and emphasis to be given to particular areas of syllabus content
- how the student will demonstrate achievement of outcomes and the method of reporting.

Through collaborative curriculum planning, the following can be determined:

- outcomes and content most appropriate for the student in each key learning area. For example, it may be more appropriate for a Stage 2 student to work on one or more Stage 1 outcomes in the English KLA. Or, a student in Stage 4 may work on one or more Stage 3 outcomes in the Mathematics KLA. It is important to ensure age-appropriate content addresses the outcomes of earlier stages.
- adjustments or support required for particular teaching, learning and assessment opportunities. For example, scaffolds or visual organisers may be needed to supplement multi-step or complex instructions.
- learning goals for the student. For example, incorporating communication goals into a problem-solving task in a Mathematics lesson.





Personalised Learning

Personalised learning and support in the NSW Department of Education (NSW DOE) means tailoring education to meet each student's unique needs, interests, and aspirations. This involves working collaboratively with students, parents/carers, and school staff to identify learning gaps, strengths, and goals, then making adjustments to curriculum, teaching methods, and support systems to help students succeed.

Key aspects of personalised learning and support in NSW DOE:

Collaboration:

- A collaborative approach is essential, involving students, parents/carers, teachers, school staff, and potentially other professionals like therapists or community service providers.

Individual Needs:

- The focus is on understanding each student's individual needs, which can include academic, social, emotional, or physical needs.

Adjustments:

- Adjustments are made to the curriculum, teaching methods, learning environments, and support systems to cater to individual needs.

Monitoring and Review:

- Regular monitoring and review of progress are essential to ensure adjustments are effective and to make necessary modifications.

Personalised Learning and Support Plans:

- Personalised Learning and Support Plans (PLaSPs) are individualised plans that identify a student's strengths, interests, and needs to provide tailored adjustments and support for their education. These plans are developed collaboratively by the school, parents/carers, and other professionals. They are flexible, reviewed regularly, and document the strategies and supports in place to help students achieve their educational, social, and behavioural goals.

Personalised Learning Pathways (PLPs):

- PLPs can be used to help Aboriginal and/or Torres Strait Islander students, with the goal of increasing engagement and promoting positive learning outcomes.

Inclusive Education:

- The NSW DOE is committed to ensuring all students can participate in education on the same basis as their peers, regardless of their abilities or disabilities.

Differentiation

Students are individuals who learn at different rates and in different ways. These individual differences may influence how students respond to instruction and how they demonstrate what they know, understand and can do.

Individual differences may include cognitive abilities, including students' current level of understanding and ability in relation to a particular topic or skill, prior learning experiences, learning preferences, motivation and engagement with learning, interests and talents.

Through differentiated planning and programming, teachers can consider students' varying needs, interests, abilities, and prior learning.

What is differentiation?

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways.

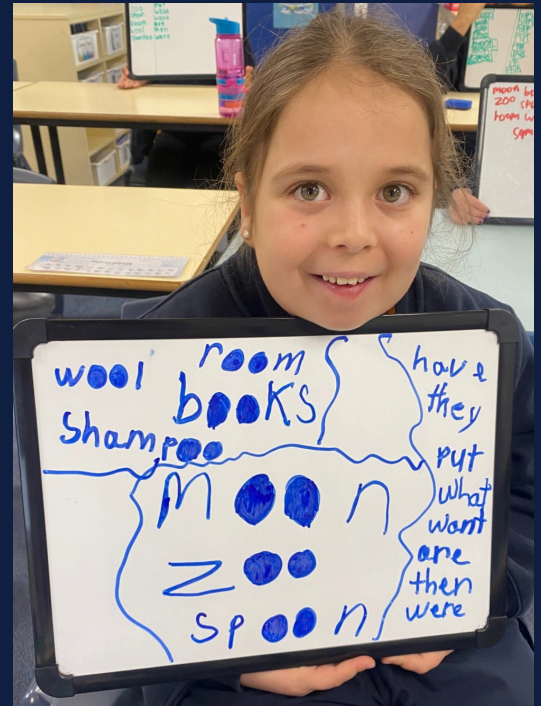
Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.

Differentiated programming:

- provides teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively
- provides alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- considers what resources and stimulus materials will assist students
- includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promotes flexible learning experiences and encourages students to work at their own pace to develop their knowledge, understanding and skills
- monitors student learning over time using evidence of student achievement to guide future teaching and learning opportunities
- considers how individualised feedback to students can help identify student strengths and areas for improvement.

Differentiated programming provides students with opportunities to:

- demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle
- discuss with their teachers how they learn best
- explore, experiment and engage with the concepts and principles underpinning what they learn
- develop higher-order thinking and creative and critical thinking skills.



External/Allied Health Therapists

The NSW Department of Education recognises that externally funded service providers have a role in delivering services to children and young people with additional health, disability and wellbeing needs that support their participation in school. In some circumstances it may be appropriate for these services to be delivered at school.

The department has established processes to support schools to meet legislative and policy requirements when considering whether to grant access to an externally funded provider to deliver its services to students on school premises and during school hours.

Decisions around whether to provide access to externally funded providers are a matter for the school principal, based on whether it is in the best educational interests of the student, and considering the school's duty of care towards all staff and students. Principals have discretion to grant or not grant school access to an external provider, taking into consideration:

- the impact of the service on curriculum requirements and the student's participation in learning activities,
- the extent to which the service supports the student's learning needs or enhances access to education,
- the impact of the service on other students and/or the operations of the school.

Sensory Room

Kirrawee Public School is fortunate enough to have a dedicated sensory room attached to our Inclusive Learning Hub. Sensory rooms are highly beneficial to students with disabilities in a primary school setting because they provide a safe, calming space designed to support emotional regulation, sensory integration, and self-regulation skills. These environments are equipped with a range of stimuli—such as lights, textures, sounds, and movement-based tools—that can be tailored to meet individual sensory needs, whether calming or stimulating. For students with disabilities such as autism, ADHD, or sensory processing disorders, sensory rooms help reduce anxiety, improve focus, and prevent behavioural escalation by offering a break from overwhelming classroom environments. Ultimately, they promote inclusion and enhance learning readiness by supporting students' ability to engage positively in their education.



Assisted School Transport Program

All families are responsible for the transport of their children to and from school. Families who have a child with a disability may be eligible for transport through the Assisted School Travel Program (ASTP), however other support and assistance is also available.

Assisted School Travel Program

The Department of Education Assisted School Travel Program (ASTP) plays a significant role in meeting the needs of eligible students with disability by providing free specialised transport to and from school where parents and carers are unable to provide or arrange transport for the student either fully or in part.

More information about the Assisted School Travel Program (ASTP) can be accessed at the following website:
<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/astp/parents/application>

Drop off & Pick Up Procedures

Kirrawee Public School has a dedicated driveway and drop-off/pick-up zone for students from our Inclusive Learning Hub. From 9:15am until 9:20am in the morning, and from 3:15pm until 3:20pm in the afternoon, ASTP drivers and parents/carers of students in the Inclusive Learning Hub are able to enter the dedicated driveway that adjoins the Kirrawee Public School staff carpark. Entry is from Bath Road. Cars are permitted to queue in the Inclusive Learning Hub driveway and are to await teachers/SLSOs to collect/bring students from/to their mode of transport.

If you have other children enrolled in our mainstream classes as well, usual before school drop-off and after school pick-up procedures apply.



Specialist Programs

Kirrawee Public School offers a range of specialist programs. Each week, students participate in music lessons with a qualified music teacher. In our dedicated music room, students learn how to play a range of instruments, such as boomwhackers, glockenspiels, ukuleles, djembe drums and many more.

Kirrawee is also committed to preparing our students for an ever changing technology focused world. Students participate in technology lessons in our specifically designed Makerspace Hub. Here students have the opportunity to engage with a range of technologies in order to design a solution to a perceived problem. In these lessons students may participate with technologies such as;

- coding
- robotics
- Lego creation
- cardboard design and make
- circuitry work
- 3D printing
- podcast creation
- movie making and more

A range of other opportunities exist for our students as they move through Years K-6. These include;

- **Dance Groups:** We have an external dance provider that conducts weekly dance lessons for students in Years 1-6 that choose to join the dance groups.
- **Specialist Sport Programs:** We organise for external sport providers to conduct various sport activities and lessons for our classes throughout the school year.
- **Interflow Languages:** Students have the opportunity to learn additional languages through an external provider either before/after school. Please enquire with the office for more information and for the cost involved.
- **PSSA - Primary School Sport Association:** When students are in Years 3-6 they have the opportunity to trial for various sporting teams and represent the school each Friday as we compete against other local schools in the Sutherland Zone PSSA Competition. The teams are rotated on a termly basis.
- A range of **lunch time groups** also take place enabling students to be a part of many facets of school life. These opportunities include;
 - Environment/Gardening Group
 - Lego Club
 - Chess Club
 - Year 6 Boys Drumming Group
 - Year 6 Girls Group
 - Library monitors
 - Choir



Before You Start

Enrolment Process for Supported Setting

The enrolment process for gaining a position in a supported setting is completed through a selection process at the local education office.

Students seeking a supported placement at Kirrawee Public School will complete an application through Miranda Education Office.

Once you have received a formal offer of placement, you will then be required to complete an enrolment form which can be done either online or in paper form.

Enrol at: kirrawee-p.schools.nsw.gov.au/about-our-school/enrolment

Transition Process

Once a family has accepted a formal offer of placement and enrolment papers have been received by the school, a transition plan will be drafted with school staff.

Transition plans take into account individual needs and allow for a smooth start whereby the child can become familiar with the new school setting and the staff can begin to get to know your child contributing to a positive school experience.

School Contributions

Each year the school seeks the support of families through a General School Voluntary Contribution. This contribution, together with the P&C funding is used for the provision of resources.

Financial Assistance

At Kirrawee Public School, there is a charge for extra-curricular activities that go beyond the minimum requirements of the curriculum and enrich our students' educational experience. Parents who are unable to pay for extra-curricular activities because of financial hardship may be eligible for assistance from the school.



Supporting Your Child

Our school and your child's teacher are your partners in supporting their education. We use the School Bytes app to keep in touch daily as well as more formal biannual parent teacher interviews to discuss your child's progress and review their Individual Education Plan.

Students in our Inclusive Learning Hub receive a 'Communication Book' which is sent home and returned daily with school staff entering information about your child's day at school. Families may also like to use the Communication Book to enter information about changes in routine, sleep, diet, behaviour, appointments etc, to enable the school staff to provide tailored support at school.

Keep your child's teacher informed of any changes in your child's life that may affect their learning or enjoyment at school.

If at any stage you would like to request a meeting with your child's teacher, please email the school account and attention the email to your child's teacher;

kirrawee-p.school@det.nsw.edu.au



Additional Support

We can apply for a range of other staff services who can contribute to personalised learning and support for students where needed. These positions include:

- School Learning Support Officers (SLSO)
- Specialist Vision and Hearing Itinerant Teachers
- English as an Additional Language or Dialect (EAL/D) Teachers
- Community Information and Liaison Officers
- Home School Liaison Officers (HSLO)
- Aboriginal Education Officers and Teams

Contact your child's teacher or our school office if you think your child would benefit from these support services.



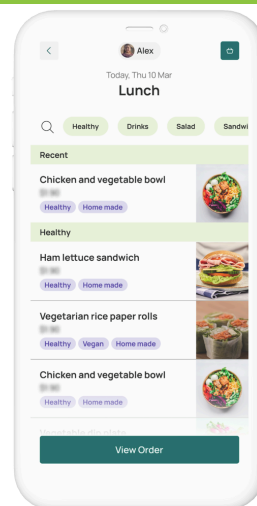
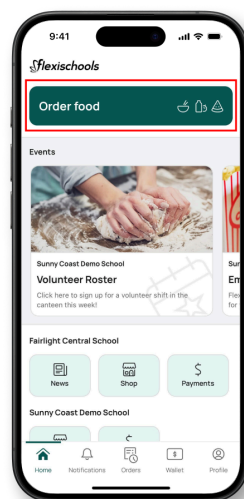
Canteen & School Bytes

Canteen

Kirrawee Public School is proud to have a P&C operated school canteen. Our school canteen is open on Wednesday, Thursday and Friday. The canteen is run solely by volunteers and warmly welcomes the support of our families in assisting where they can, be it once a week or fortnight, or for an hour or two. All help is appreciated.

Canteen orders can be placed in the Flexischools app and in person with cash sales available at the counter.

We are excited to be able to offer a competitively priced, affordable option for working families with all profits raised from canteen sales directly benefitting our students through the P&C.

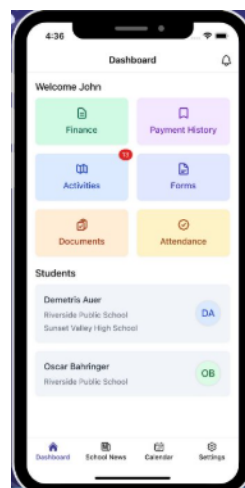


School Bytes

Kirrawee Public School sends all parent/carer information through the School Bytes Parent Portal app. Excursion permission notes, excursion payments, statements of accounts, parent/carer information etc are all communicated via the School Bytes Parent Portal app. Parents can enter absences for their child within this app as well, allowing for a single app to cover all school-based communications.

We do ask that all families are able to connect to the app, and importantly, 'enable notifications' in your settings so that you are receiving all school correspondence in a timely manner.

If you need help either installing and connecting to your parent portal app, please just reach out to the school for assistance.



Contacting Your Child's Teacher

Kirrawee Public School values strong partnerships with our families. Should you need to make contact with your child's teacher we ask that you do so via the preferred channels; please either call or email the school, and attention the email to the teacher you are seeking to contact.

If you have a matter that requires a detailed conversation, please try to avoid catching your child's teacher at drop off or pick up times as they may not be able to give you their full attention whilst welcoming or dismissing their class. We would prefer to allocate an appropriate amount of time to discuss your concern in full.

We also offer parent/teacher interviews in Term 1 and Term 3, with written reports sent home at the end of Term 2 and Term 4. This allows for feedback from the school each term.



Uniform

Summer Uniform

Kirrawee Public School provides various options for the summer uniform.

GIRLS' UNIFORM:

summer tunic OR
navy skorts (skirt/short) and lemon polo OR
navy shorts and lemon polo AND
white socks with black leather school shoes

BOYS' UNIFORM:

navy shorts and lemon polo
white socks with black leather school shoes

Winter Uniform

Options for the Kirrawee Public School winter uniform are provided below.

GIRLS' UNIFORM:

winter tunic with lemon long sleeve blouse and
navy stockings OR
navy slacks/trackpants and lemon polo AND
white socks with black leather school shoes
zip fleece jacket

BOYS' UNIFORM:

navy trouser/trackpants and lemon polo
white socks with black leather school shoes
zip fleece jacket

Sport Uniform

Kirrawee Public School students are required to wear their sport uniform two days per week. The sport uniform consists of the following;

GIRLS' UNIFORM:

navy skorts/trackpants and gold polo OR
navy microfibre sport short and gold polo AND
white socks with joggers

BOYS' UNIFORM:

navy sport short/trackpants and gold polo AND
white socks with joggers

Uniform Purchasing

We proudly wear our uniform at Kirrawee Public School. Our summer, winter and sport uniforms are available at Claudine Schoolwear whereas school branded accessories like hats and school bags are sold from our school office.

Our uniforms are for sale from
Claudine Schoolwear at Caringbah;
23 President Avenue, Caringbah.





Positive Behaviour for Learning (PBL)

Our school student welfare policy is supported by our PBL Practices. Kirrawee Public School has expectations for our students to be Respectful, Safe and Engaged. These are our systems to recognise and reinforce student achievement. Our school also has a School Behaviour Support Management Plan (SBSMP) which underpins all wellbeing practices within the school as outlined by the NSW Department of Education.

All school staff use a system of merit that allows them to identify and reward students who are seen to be setting fine examples to others and the school community. Children are rewarded consistently for appropriate behaviour, effort, achievement and service in a variety of school contexts.

Children progress through various levels:

Award Levels

Kirrawee Kudos: PBL fast and frequent tokens

All staff are able to distribute fast and frequent PBL tokens 'Kirrawee Kudos' for any positive behaviour. There is no allocation limit for PBL tokens. Kirrawee Kudos are either entered into a collection box to go into the draw for a canteen voucher, or they are given as house points for sporting house teams.



Safe, Respectful & Engaged Assembly Awards

Three awards are given weekly at assemblies to each class. These are given for either being safe, respectful or engaged. Three assembly awards entitle the student to a 'Student of the Week' award. Three 'Student of the Week' awards entitle the student to a 'Principal's Award'.

3 x PBL
awards

1 x Student
Achievement
Award

3 x Student
Achievement
Awards

1 x
Principal
Award





Zac: Saltwater Dreamtime

Connection to Country in Our School

Aboriginal and Torres Strait Islander peoples were the first people to live on this Country. They have been here for tens of thousands of years. Aboriginal and Torres Strait Islander peoples are made up of many different and unique groups and each group has its own culture, language and lores.

During their time at school, your child will learn about the history, culture, and contributions of Aboriginal and Torres Strait Islander peoples, as well as how they can work towards reconciliation. Learning about the history and culture of Aboriginal and Torres Strait Islander peoples can help students understand cultural differences and show respect for diversity.

What is Country?

Country is the relationship formed with a person's physical environment that is deeply spiritual and connects Aboriginal people to their land and their ancestors. Connection to Country is important to Aboriginal people and creates a sense of belonging and identity.

What is an Acknowledgement of Country?

Acknowledging Country is a way for us to remind ourselves that we live and go to school on Aboriginal and Torres Strait Islander lands and take the time to pay our respects to Aboriginal people of generations past and present for continuing to take care of our land, earth, skies and seas. Here is our Acknowledgment of Country:

At Kirrawee Public School, we acknowledge that we are learning, growing and caring for the land of the Gweagal Clan of the Dharawal speaking nation.

Our school in Kirrawee is the home of the white cockatoo, a symbol that links us to the sky above. The totem, Burri Burri the whale, connects and guides us to the ancient stories in the ocean and our school emblem, the tree, keeps us grounded to the land.

As a school community, we strive to be safe, respectful, and engaged, doing our best not only for ourselves, but for each other, and for the Country that nurtures us.

We pay our respect to Elders past, present and emerging, and recognise their strength, resilience, and the vital role they play as knowledge holders for future generations.

May we always honour the stories beneath our feet, the knowledge in the wind, and the songlines that connect us all.



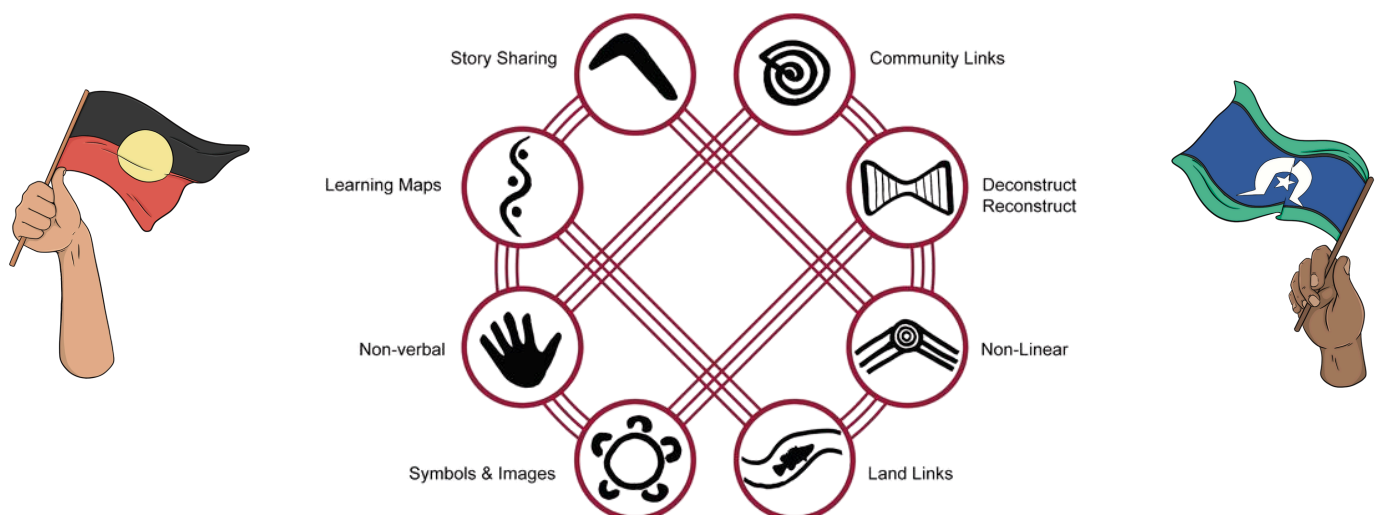


Yarning Circle & Aboriginal Education Officer

Kirrawee Public School has a Yarning Circle which is a space for students to connect to Country and to learn, build and share cultural knowledge. In this space all participants are equals and come together to share knowledge and stories. Teaching and learning takes place in a respectful manner that values the importance of listening and cultural sensitivity.

Kirrawee Public School has an Aboriginal Education Officer (AEO) that visits classes every fortnight each semester. Our AEO primarily supports First Nations education and the programs that run within the school to support closing the gap initiatives and cultural lessons for all students. We provide an environment to support student's education while also giving them a sense of belonging and cultural connection. Together we strengthen collaboration by "walking together" and "working together" with Aboriginal communities and schools, together we will work towards common goals in Aboriginal education, and together we will celebrate the successes of our students and communities.

8 Aboriginal Ways of Learning



School Routines

Getting to and from school safely

Getting your child to and from school is your responsibility – however, your child's school wants this to happen safely every day.

Pick the safest way to school and practise travelling the route with your child, talking about and showing them how to be a safe road user.

Keep your school community safe by always:

- role modelling safe and responsible road user behaviour
- holding your child's hand when walking on the footpath, in the car park and when crossing the road
- using the safest place to cross the road. Walk further to use pedestrian crossings, refuges and traffic lights
- keeping hold of your child's hand in the car park, and when entering and exiting the car, abiding by signage in and around your school
- meeting and dropping your child on the school side of the road (never call your child from across the road)
- getting your child in and out of the car via the 'safety door' (the rear left door closest to the footpath)
- buckling your child up correctly in an approved child restraint or booster seat that is right for their age and size, even if you're in a hurry
- driving and parking legally, even if it means parking further away and walking the rest of the way to school.

Saying goodbye

Let your child know who will pick them up from school at the end of the day and where they will meet. Our teachers dismiss their classes from their classroom at the end of the day.

Check with your child's teacher to find out when and where to pick them up and let them know who will be picking them up.

Picking children up at the end of the day

If you're running late, notify your child's teacher by calling the school office. Children can get upset if the person picking them up isn't on time. Share this information with your child's carers, such as grandparents, nannies and friends who may be taking your child to or from school.

More resources can be found at:
education.nsw.gov.au/safe-travel

Out of School Hours Care (OOSH)

On the grounds of Kirrawee Public School, Adventure OSHC operates our out-of-school hours care (OOSH) for those families who require care for their child before and/or after school.

Our OOSH has two rooms in which they operate either their morning/afternoon sessions. OOSH services provide education and care for primary school-age children outside school hours with the convenience of being on site.

OOSH services:

- support children's learning achievement, engagement and wellbeing
- provide developmental play opportunities in a multi-age environment
- support families to work or study outside school hours.

Email: kirrawee@adventureoshc.com.au

The Child Care Subsidy helps eligible families with the cost of childcare for out of school hours.

Visit: servicesaustralia.gov.au/child-care-subsidy

Working Together For Student Attendance and To Maximise Learning

It's always wonderful to have our students in classrooms, ready to engage and learn. Our teachers and school staff are committed to fostering growth and opportunity, and we are here to work with you to support your child to reach their full potential.

Consistently going to school has countless benefits – from learning, to creating social connections and improving wellbeing through access to support and quality education.

Students are required to attend school every day, whether it's the first or last day of the term, Mondays, Fridays or days dedicated to sports carnivals, school excursions and incursions.

We are here to work with you to support your child to thrive. We know that families experience a variety of challenging circumstances, and we are committed to working with you to address any barriers to regular attendance.

If your child is absent from school, please let us know why as soon as possible, even if it's just a few minutes at the start or end of the school day. Of course, there will be times when your child is unable to be at school, like when they are unwell. Medical appointments should take place outside school hours where possible, and family holidays should be taken in term breaks.

If your child is feeling anxious about coming to school and you need support, please reach out to your child's teacher or the school directly. There are also helpful resources for parents and carers on the [NSW Department of Education website](https://www.education.nsw.gov.au).

Thank you for being a part of our school community and for partnering with us to ensure students access the endless benefits of regular school attendance.





Getting Involved With Our School Community

Get connected

Connect with Kirrawee Public School and community via:

- Apps: School Bytes & Flexischools
- Social Media: Facebook and Instagram
- Other: Newsletter, website, Kirrawee Public School YouTube account
<https://youtube.com/@kirraweeps>



School
Bytes

Parents and Citizens (P&C) Association

We have an active Parents and Citizens Association at Kirrawee Public School. P&C is a formal organisation for parents and members of the community to support our school. The P&C organise fundraisers, help with events (such as school discos and general fundraisers), source equipment for the school, run our canteen and encourage parents and citizens to work closely with teachers. Our principal attends P&C meetings, so there is an opportunity for families and community members to be involved in school education matters. Joining the P&C is a great way to actively help our school and be involved in the community.

Help out in the classroom – Reading Friends Australia

Parents and carers have opportunities to assist in the classroom. Kirrawee Public School has volunteers registered through Reading Friends Australia. These volunteers help by assisting the teacher and working with children in small groups. They could assist with maths, reading or comprehension activities that the teacher has organised. Mentoring volunteers generally work with a single student each week, offering one-to-one support to increase their confidence.

Special Religious Education (SRE) & Special Education in Ethics (SEE)

Kirrawee Public School offers a variety of religion and ethics classes. Please refer to the school website for more detailed information.



Sickness and Medication

Sick at home

From time to time your child may get sick. If they display any of the following symptoms, they should stay at home and see a doctor:

- a fever of 38°C or above
- vomiting or diarrhoea
- cough or respiratory symptoms
- cold or flu symptoms
- rashes of an unknown origin.

Sick at school

If your child is ill, they will go to the sick bay in the office where first aid can be performed, they can lie down and be monitored. You will be called to come and collect your child if they are too sick to go back to the classroom. For this reason, it is important to keep your contact details up to date with the school, including an alternative contact – such as a relative or neighbour – who the school can call if you are unavailable.

Allergies and asthma

It is important for you to inform the principal and the school if your child has asthma or allergies – not just those diagnosed as severe or food allergies. Anaphylaxis is a severe and sudden allergic reaction to allergens, such as nuts or shellfish, or insect bites. If your child is diagnosed with asthma or at risk of an anaphylactic reaction, you must provide the school with information from your child's doctor, including an Action Plan for Anaphylaxis in accordance with the Australasian Society of Clinical Immunology and Allergy (ASCIA). We will develop an individual health care plan to describe your child's needs and how the school plans to meet these needs during the school day, on excursions and in other school activities such as sport.

Other health tips:

Head lice

Head lice spread when children are in close contact. They are easily treated and are not harmful to your child. Having head lice is not a reflection on the level of your child's hygiene.

Preventing head lice:

- Check your child's hair regularly,
- Keep long hair tied back, plaited or braided,
- Keep a fine-toothed comb in the bathroom and encourage your family to use it when they wash their hair.

Treating head lice:

Daily combing with a white hair conditioner (to help see) using a fine-toothed comb will help get rid of head lice and their eggs (nits). If your child has head lice, let the school know so they can ask other families to check their children's hair.

Medication

It is essential that the school is notified if your child needs to take medication at school or has any special medical requirements. All medication provided to the school must meet the following requirements:

- Medication must be taken to the office.
- A form needs to be signed by a parent or carer detailing dosage, and the times that the medication needs to be taken.
- Only medicines prescribed by a doctor can be given at school.
- Medication should be provided in the original packaging with your child's name evident. Single sleeves of medication will not be accepted.
- If a student requires their medication to be altered, i.e. cut to ensure correct dosage, the pharmacist must pre-cut it and package it in a Webster-Pak or similar. School staff will not be responsible for altering medication in any way.
- If there is a change in dosage/time of medication, this needs to be provided in writing with advance notice to the school. Any deviation from the agreed schedule should come from the treating health care practitioner.
- If a form is not signed, medication cannot be administered. A new form needs to be signed for each new medication.
- Children must go to the office to take their medication.
- Children are not permitted to keep medication with them in the classroom or playground under any circumstances. Asthma inhalers are the exception to this rule for older students.

Sun safety

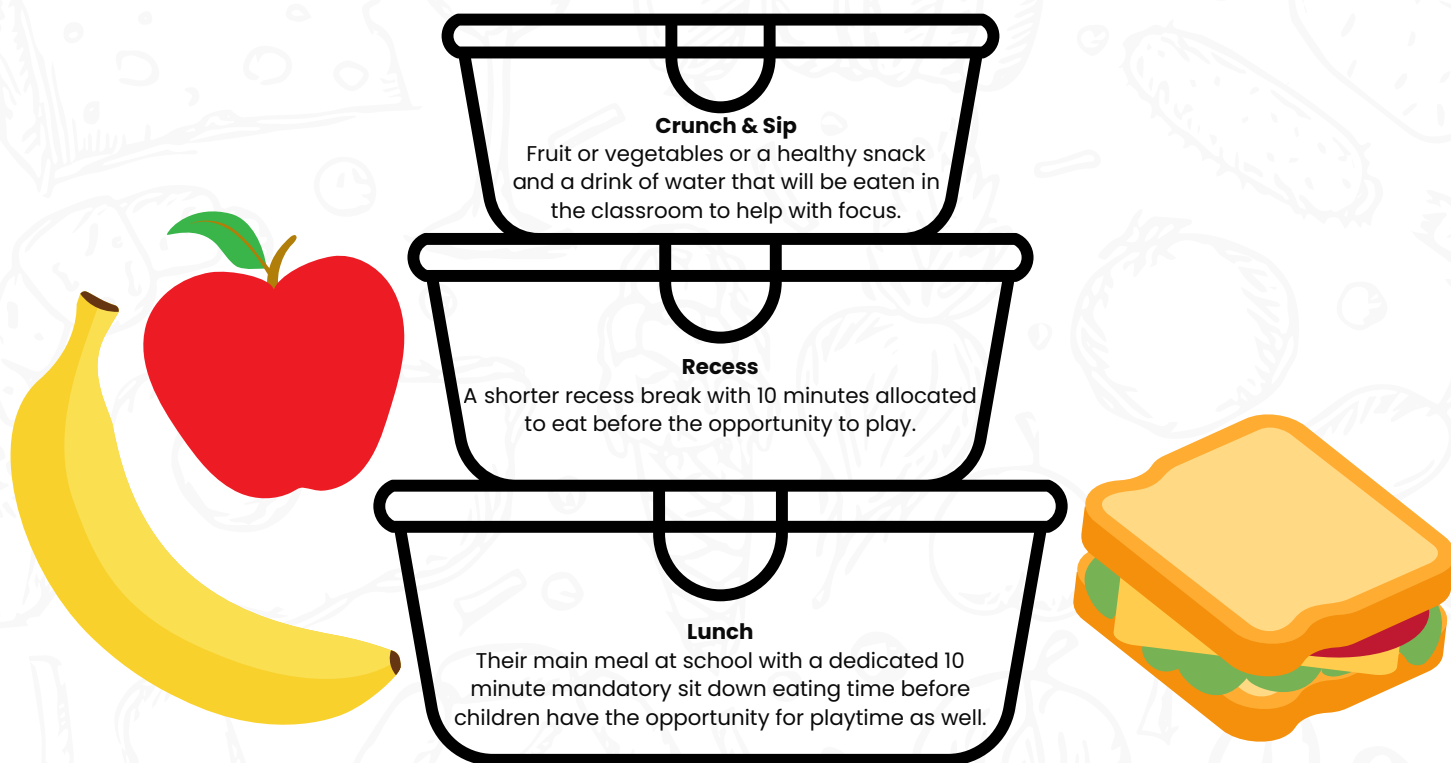
We promote sun-smart behaviour by encouraging students and staff to Slip, Slop, Slap, Seek and Slide. Sun-safe uniform items – including hats that protect the head, neck and ears – are included in our school uniform. We have covered areas around the school for students to play in. The NSW Department of Education has a standard school policy of 'no hat – play in the shade', so your child will need their hat to play outdoors with their friends at lunch and fruit break.

Please protect your child from the damaging effects of UV radiation by applying sunscreen each morning before they leave for school and ensuring they are wearing a sun-safe hat. Children can also wear sunglasses at school to protect their eyes from sun damage.

Food for Thought

Eating lunch at school is unlike eating at home or preschool for your child. There won't be places to keep food hot or cold, and kids usually sit outside on the ground or benches, using their laps as tables. They should also be able to open their lunchbox, drink bottle and food wrappers independently. Some students have allergies to particular foods and your child should be aware of the importance of not sharing food.

At Kirrawee Public School, children need to bring three food servings to school, including:



Please pack Crunch & Sip, Recess and Lunch into separate containers and show your child which container is which. Please ensure the food is healthy, something they like and is quick and easy to eat.

Please do not be overly concerned if your child does not eat all of their lunch every day during the first few weeks. Some children take time to settle into the school routine.

Recess and Lunch Ideas

- Cut fruit into pieces and put them in a small container. Squeeze some lemon juice on apples or pears to stop them going brown.
- Cut up vegetables such as carrots, celery and cucumber. Put dips or yoghurt in a separate container.
- Make wholemeal muffins and freeze them.
- Try different breads, such as rolls, roti, pita, wholegrain or tortilla wraps.
- If using tomato in a sandwich, slice it thinly and place the slices between other fillings to stop the sandwich from going soggy.
- Cook a little extra dinner and save some for lunch the next day. A freezer brick, frozen drink bottle or insulated container can help keep this food fresh.



A Recipe for Success!

- Encourage your child to practise eating from the lunch box at home.
- Pack food that is easy to open and eat.
- If your child needs utensils like chopsticks or cutlery make sure these are packed with their lunch.
- Write your child's name on their lunch box, water bottle and any other containers.
- Everyday include a water bottle which can be frozen to keep food cold. Wrap it in a tea towel in case it leaks. Remind them that they can also get water from the taps or bubblers throughout the day.
- Use insulated lunch boxes or cooler bags.
- Pack paper towel around fruit so it won't bruise.
- Remind your child to wash their hands before eating and to use the toilet at recess and lunch.
- Your child can buy and order healthy food from our school canteen some days, we help them identify healthy food and drink choices.



NATIONAL ANTHEM



Australians all let us rejoice,
For we are one and free;
We've golden soil and wealth for toil,
Our home is girt by sea;

Our land abounds with nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia fair!

In joyful strains then let us sing,
Advance Australia fair!

Nyini Australiagal budjari garibara
Nyini budjari buriga
Budjari bamul yararaga mari walaba
Bamulga mari walanmirang

Bamul merong mari kaban walaba
Badjajarang waratah



Yana muru' Australiagal
Yana muru' Australiagal
Yana budjari Australiagal

Nyini bayala gawuwi bayala gawuwi
Yana budjari Australiagal

Beneath our radiant Southern Cross,
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;

For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To advance Australia fair.

In joyful strains then let us sing,
Advance Australia fair!

SCHOOL SONG

Kirrawee students all proudly proclaim
The glory and fame of our wonderful name
We'll strive and we'll earnestly work through the year
Knowing success through striving

Always our best for our School Law we take
We'll play the game always for honesty's sake
We'll work with a will and we'll win if we can
Keeping our banner flying

Kirrawee students all proudly proclaim
The glory and fame of our wonderful name
We'll strive and we'll earnestly work through the year
Knowing success through striving





 Website: kirrawee-p.schools.nsw.gov.au

 Phone: 02 9521 4514



 KPS YouTube: www.youtube.com/@kirraweeps

 Email: kirrawee-p.school@det.nsw.edu.au



 Facebook: www.facebook.com/KirraweePS/

 Address: 146-156 Bath Road, Kirrawee NSW 2232



 Instagram: www.instagram.com/kirraweeps/